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The impact of globalisation on higher education institutions in Ontario

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The Impact of Globalisation on Higher Education Institutions in Ontario

Dr Sally-Ann Burnett

A thesis submitted for the degree of
Doctor of Business Administration (Higher Education Management)

University of Bath
School of Management

October 2008

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.....
(Dr Sally-Ann Burnett)

TABLE OF CONTENTS

Acknowledgements	7
Summary	8
Glossary of Abbreviations	9
CHAPTER 1 OVERVIEW OF STUDY	10
1.1 Introduction	10
1.2 The Research Context	11
1.2.1 Why study globalisation in higher education?	11
1.2.2 Why locate this study in Ontario?	12
1.3 Objectives of this Research	15
1.4 Central Research Questions	16
1.5 Contribution to Knowledge	17
CHAPTER 2 LITERATURE REVIEW	18
2.1 Globalisation – definitions and concepts for this study	18
2.1.1 Beerkens' conceptualisation	21
2.1.2 Huisman and van der Wende's conceptualisation	22
2.1.3 Rikowski's conceptualisation	23
2.1.4 Definition for this study	24
2.2 Glonacalisation	25
2.2.1 Glonacalisation – definitions and concepts	26
2.2.2 Glonacalisation in the context of higher education	26
2.3 Globalisation in the context of higher education	28
2.3.1 Crossing borders (import and export)	30
2.3.2 International competition	31
2.3.3 Quality assurance	32
2.3.4 Terminology: globalisation; glonacalisation; internationalisation; cross-border; borderless	32
2.4 Elements of globalisation in higher education	34
2.5 Government responses	35
2.5.1 Borderless Education - Australia	38
2.5.2 Borderless Education - UK	39
2.5.3 Borderless Education - Canada	40
2.6 Canadian context	41
2.6.1 Higher Education in Ontario	42
2.6.2 Canada and the importance of consistency across higher education	45
2.6.3 Canada's collaborative approach	46
2.6.4 Canada's scope for exporting and importing in higher education	48
2.7 Institutional responses	49
2.7.1 Some models for institutional responses	49
2.7.1.1 Neave's model	50
2.7.1.2 Davies' model	51
2.7.1.3 Van Dijk and Meijer's model	51
2.7.1.4 Rudzki's model	53
2.7.1.5 Internationalisation as a Continuous Cycle	54
2.7.2 Alliances and consortia	55
2.7.3 Structures and systems	57
2.7.4 Organisational factors	58
2.7.5 Leadership	58
2.8 The context in universities	59
2.8.1 Culture	60
2.8.2 Strategic planning	65
2.8.2.1 Leadership within strategic planning	71
2.9 Conclusion – what can be taken from this review into the empirical study? ...	73
2.10 The Research Questions	75
CHAPTER 3 RESEARCH METHODS	77
3.1 Issues of Substance	77
3.1.1 The Research Issue: globalisation and its impact on some Higher Education Institutions in Ontario	77
3.1.2 The Research Problem: to what extent have HEIs in Ontario developed strategies in response to globalisation?	77

3.2	Issues of Design.....	78
3.2.1	The Research Questions	78
3.2.2	The Research Design	79
3.2.2.1	Issues of Warrant.....	79
3.2.2.2	Methodological Congruence	80
3.2.2.3	Choice of approaches to design the research	80
3.3	Methods	81
3.3.1	Selection and justification of methods	81
3.3.1.1	Documentary research approach	81
3.3.1.2	Case study approach	81
3.3.1.2.1	Limitations of case studies.....	83
3.3.1.2.2	Reasons for choosing a case study approach.....	83
3.3.1.2.3	Selection of cases.....	83
3.3.2	Data collection and analysis	87
3.3.2.1	Documentary research.....	87
3.3.2.2	Case study research	89
3.3.2.2.1	Types of interview	91
3.3.2.2.2	Data analysis	92
3.4	Interpretation	93
3.4.1	Validation of findings	94
3.4.2	Significance.....	94
3.5	Ethics and Confidentiality.....	94
3.6	Limitations	95
CHAPTER 4	CASE STUDY FINDINGS.....	98
4.1	Brock	98
4.1.1	Background and context	98
4.1.2	Brock: Mission and Strategy	100
4.1.2.1	Strategic Internationalization Plan 2006-2010	101
4.1.2.2	Strategic Academic Plan.....	102
4.1.3	Brock: Culture	103
4.1.4	Brock: Strategic Planning	105
4.1.5	Brock: Globalisation Strategy	105
4.1.6	Brock: Global Recruitment.....	106
4.1.7	Brock: International Students.....	109
4.1.8	Brock: Overall	110
4.2	Lakehead.....	111
4.2.1	Background and context	111
4.2.2	Lakehead: Mission and Strategy	113
4.2.2.1	An Internationalization Protocol	115
4.2.3	Lakehead: Culture.....	116
4.2.4	Lakehead: Strategic Planning.....	117
4.2.5	Lakehead: Globalisation Strategy.....	117
4.2.6	Lakehead: Global Recruitment	118
4.2.7	Lakehead: International Students	120
4.2.8	Lakehead: Overall.....	121
4.3	Nipissing	122
4.3.1	Background and context	123
4.3.2	Nipissing: Mission and Strategy.....	125
4.3.2.1	The International Planning Task Group	127
4.3.3	Nipissing: Culture.....	127
4.3.4	Nipissing: Strategic Planning	128
4.3.5	Nipissing: Globalisation Strategy	129
4.3.6	Nipissing: Global Recruitment	130
4.3.7	Nipissing: International Students	133
4.3.8	Nipissing: Overall	133
4.4	Trent	135
4.4.1	Background and context	135
4.4.2	Trent: Mission and Strategy	138
4.4.2.1	The Trent International Program (TIP).....	140
4.4.3	Trent: Culture	141
4.4.4	Trent: Strategic Planning	142
4.4.5	Trent: Globalisation Strategy	142
4.4.6	Trent: Global Recruitment.....	143
4.4.7	Trent: International Students	145

4.4.8	Trent: Overall.....	145
CHAPTER 5 DISCUSSION AND RECOMMENDATIONS.....		147
5.1	Research Questions: answers and discussion.....	148
5.1.1	How do the case study universities respond to the challenges and opportunities of globalisation?	148
5.1.2	What factors have determined and affected these responses?.....	154
5.1.3	How does organisational culture influence the university's response to globalisation?	158
5.1.4	What is the role of strategic planning in the determination and delivery of institutional responses?.....	162
5.1.5	How are institutional strategies that respond to globalisation defined and implemented?	164
5.1.5.1	Brock	165
5.1.5.2	Lakehead.....	167
5.1.5.3	Nipissing	169
5.1.5.4	Trent	171
5.1.5.5	Overall	172
5.1.6	How do local, regional, national and global issues balance with each other in institutional responses?.....	173
5.1.7	What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions?	176
5.1.8	How might the strategies that respond to globalisation be adjusted for the future?	178
5.1.8.1	Brock	180
5.1.8.2	Lakehead.....	182
5.1.8.3	Nipissing	183
5.1.8.4	Trent	185
5.2	Recommendations	187
5.3	Summary of Findings and Future Research.....	189
CHAPTER 6 REFLECTIONS OF THE AUTHOR: PROFESSIONAL PRACTITIONER AND PERSONAL DEVELOPMENT		192
6.1	Introduction.....	192
6.2	The DBA program.....	194
6.2.1	The Residential Periods	194
6.2.2	The Assignments.....	195
6.2.3	The Thesis.....	197
6.3	Conclusion	198
REFERENCES.....		200
Appendix 1	Email correspondence to each expert in advance of meeting	209
Appendix 2	Interview questions for case study interviewees	210
Appendix 3	Correspondence in advance with case study interviewees	211
Appendix 4	Brock Case Study Report	213
Appendix 5	Lakehead Case Study Report.....	227
Appendix 6	Nipissing Case Study Report.....	236
Appendix 7	Trent Case Study Report	248
LIST OF TABLES		
Table 1-1	Evolution of International Education Terminology.....	11
Table 2-1	Different Perspectives on Globalisation	22
Table 2-2	Exporters and Importers of Educational Services.....	31
Table 2-3	Ontario's 18 publicly-funded universities	44
Table 2-4	Ontario's 17 privately-funded degree-granting institutions with degree granting authority.....	44
Table 2-5	Van Dijk and Meijer's Cube.....	52
Table 2-6	An Overview of Program Strategies Evident in Internationalisation of an Institution of Higher Education.....	59
Table 3-1	The Planning Matrix Used to Match Issues to Methods of Data Collection	78
Table 3-2	Suggested Case Study Choices from the Experts and Lakehead University President	85

Table 4-1	Brock: International Students – Undergraduate, Postgraduate and Countries of Origin.....	100
Table 5-1	Most Common Responses to Globalisation, in Order of Importance	148
Table 5-2	Most Common Responses to Globalisation as Comparators.....	149
Table 5-3	Main Reasons for International Student Recruitment, in Order of Importance...	150
Table 5-4	Main Reasons for International Student Recruitment, as Comparators	150
Table 5-5	Main Countries of Origin for Non-Domestic Students.....	151
Table 5-6	Main Factors Determining and Affecting Responses to Challenges and Opportunities of Globalisation in Order of Importance	155
Table 5-7	Culture Comparisons at the Case Study Universities.....	159
Table 5-8	Comparative Summary of the Role of Strategic Planning in the Determination and Delivery of Institutional Responses.....	162
Table 5-9	Comparative Summary Showing How Institutional Strategies are Defined and Implemented	164
Table 5-10	Comparative Summary of How Local, Regional, National and Global Issues are Balanced in Institutional Responses	173
Table 5-11	Characteristics of Case Study Universities.....	176
Table 5-12	Summary of Main Strategies in Order of Importance	176
Table 5-13	Summary of Main Strategies as Comparators.....	176
Table 5-14	Summary of Possible Adjustments to Strategies.....	179
Table 6-1	DBA Phase 1 Units and Assignments	195

LIST OF FIGURES

Figure 2-1	Internationalisation Cycle.....	54
Figure 2-2	Organisational Culture	61
Figure 2-3	Means and Styles of Development of Entrepreneurial Cultures.....	63
Figure 2-4	Institutionalization of Approaches to Internationalization of Universities.....	64
Figure 2-5	The Policy Cycle	68
Figure 2-6	Elements in the Development of University Strategy Towards Globalisation and Internationalisation.....	69
Figure 2-7	Possible Planning/Diagnostic Matrix.....	70
Figure 3-1	Map Showing Locations of Case Study Universities in Ontario	87
Figure 5-1	Current Means and Styles of Development of Entrepreneurial Cultures for Each Case Study University.....	180

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Summary

There exists only sparse empirical data that is concerned with universities' responses to globalisation. This study explores how and why higher education institutions in Ontario, Canada have responded to aspects of globalisation. It examines the policy context and the processes and priorities in institutional responses.

First, the varying meanings and interpretations of the concept of globalisation are examined, alongside its relationship to terms such as glonacalisation, internationalisation, cross-border and borderless education. One particular element of globalisation: the recruitment of non-domestic students, is determined as the anchor point for the empirical research.

Using a predominantly qualitative, mixed-methods approach, documentary research provides a foundation and framework of understanding from which detailed, empirical research is used to explore globalisation at each university studied.

In the empirical study, the policy context for higher education in Ontario and Canada is first determined before aspects of each case study university are quantified. Thirdly, and most importantly, a qualitative, multiple case study approach is used to achieve a depth of understanding to establish each university's institutional strategies and practices in response to globalisation. This allows for issues to be probed and conclusions to be drawn in a way that would not have been possible using a purely quantitative approach.

Several similarities and many differences are revealed in the institutional responses that are explained in terms of policy context, institutional culture, strategic planning, institutional characteristics and settings. From these are derived some suggested adjustments to institutional strategies for each of the case study universities. More general recommendations follow, aimed at policy makers and institutional leaders, which if acted upon would improve the impact of universities' responses to globalisation across Ontario. Suggestions for further research are given before the thesis concludes with a summary of the author's professional and personal development during the course of the DBA.

Glossary of Abbreviations

ACDME	Advisory Committee of Deputy Ministers of Education
AIHEPS	Alliance for International Higher Education Policy Studies
ACE	American Council on Education
ACU	Association of Commonwealth Universities
AUCC	Association of Universities and Colleges of Canada
AVP	Associate Vice-President
BIU(s)	Basic Income Unit(s)
CAD	Committee of Academic Deans (Brock)
CFHSS	Canadian Federation for the Humanities and Social Sciences
CCCU	Canterbury Christ Church University
CCCUC	Canterbury Christ Church University College
CDA	Critical Discourse Analysis
CEBD	Centre for Enterprise and Business Development
CEC	Canadian Education Centre
CHEA	Council for Higher Education Accreditation
CIS	Council of International Schools
CMEC	Council of Ministers of Education, Canada
CIS	Council of International Schools
COU	Council of Ontario Universities
CVCP	Committee of Vice-Chancellors and Principals
DETYA	Department of Education, Training and Youth Affairs
DFES	Department for Education and Skills
ESL	English as a Second Language
EU	European Union
FFTE	Fiscal Full-Time Equivalent
FTE	Full Time Equivalent
GATS	General Agreement on Trade in Services
GTA	Greater Toronto Area
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
IAU	International Association of Universities
IMF	International Monetary Fund
ICT	information and communications technology
LWU	League of World Universities
MTCU	Ministry of Training, Colleges and Universities
MMU	Manchester Metropolitan University
NAFTA	North American Free Trade Association
NGO	nongovernmental organisation
OCAVP	Ontario Council of Academic Vice Presidents
OECD	Organisation for Economic Co-operation and Development
PPBS	Planning-Programming-Budgeting System
QA	Quality Assurance
SAC	Senior Administrative Council (Brock)
SAC	Senate Academic Committee (Lakehead)
TIP	Trent International Program (Trent)
UK	United Kingdom
UN	United Nations
UOIT	University of Ontario Institute of Technology
US	United States
UNESCO	United Nations Educational, Scientific and Cultural Organization
WTO	World Trade Organization
WUSC	World University Service of Canada

Chapter 1 Overview of Study

1.1 Introduction

Globalisation is a contemporary phenomenon that elicits widespread social, academic and political controversy. Globalisation is a commonly used word that increases in meaning as time passes. When it was first expressed, few knew what it meant but gradually more and more meaning has become attached to it such that in contemporary use it requires defining prior to use to ensure its meaning is understood. It can mean 'all things to all people' such is its extensive use today. In the public sphere especially, the idea of globalisation is creating a new political framework around which public opinion is being mobilised. From the 'globaphobia' of the radical right to the more adaptive strategies found in Third Way politics, globalisation has become the rationale for diverse political projects. In this process, the idea of globalisation has often become debased and confused (Held and McGrew, 2000).

It is not clear when globalisation truly began. Some date it back to the beginning of colonialism in the sixteenth century; others to the emergence of international corporations and others still to the ending of fixed exchange rates or the collapse of the Eastern Bloc (Beck, 2000).

Globalisation can be defined as the rapid acceleration of cross-border movements of capital, goods, labour, services and information – a process that has intensified since the 1970s as a result of three major factors: cheap energy and transportation; the growth of information and communications technologies (ICT) and the impact of the financial and trade liberalisation (Green, 2002). Globalisation has also been described as an ongoing process of deeper integration among countries that has proceeded in stages since the end of World War II (Ostry, 1999). These two definitions of globalisation illustrate its breadth and the necessity, therefore, for clarity in its meaning.

Various views are expressed in the literature concerning the impact of contemporary globalisation on the structure and processes of education worldwide and how far this can be considered a new phenomenon (Webb et al., 2006). Universities have gradually been responding to the impact of globalisation either purposefully or by default.

Whilst globalisation is not a new phenomenon (see Chapter 2), it is only recently that it has been used in the vocabulary of higher education. Ten or fifteen years ago terms such as globalisation, borderless education, cross-border education and virtual education would not have been used in higher education. It is interesting to see how the vocabulary of international education terminology in higher education has evolved (Table 1-1).

Table 1-1 Evolution of International Education Terminology

New Terms Last 15 years	Existing Terms Last 25 years	Traditional Terms Last 40 years
<ul style="list-style-type: none"> • Globalisation • Borderless education • Cross-border education • Transnational education • Virtual education • Internationalisation 'abroad' • Internationalisation 'at home' 	<ul style="list-style-type: none"> • Internationalisation • Multi-cultural education • Inter-cultural education • Global education • Distance education • Offshore or overseas education 	<ul style="list-style-type: none"> • International education • International development cooperation • Comparative education • Correspondence education

(Knight, 2005).

For the purposes of this study globalisation is defined in general as 'the flow of technology, economy, knowledge, people, values and ideas ... across borders'. Globalisation affects each country in a different way due to a nation's individual history, traditions, culture and priorities. It is different to internationalisation which in this study is defined according to Knight (2003, p.2) as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education' (Knight, 2003). Internationalisation can therefore be seen as a response to the challenges and opportunities of globalisation but they are far from synonymous. The differences between concepts such as globalisation, internationalisation, borderless higher education and glonacalisation are discussed and clarified in Chapter 2.

1.2 The Research Context

1.2.1 Why study globalisation in higher education?

In their review on trends in education, Bradley Cook, Steven Hite and Erwin Epstein found that globalisation is the single most frequently named theme in comparative education studies. They list higher education (HE) as a theme that is not adequately accounted for in the literature (Cook et al., 2004). This is one good reason for this research to be carried out: there is a gap in the literature which has yet to be filled.

Educators across the world are aware of the importance of giving students a global perspective and preparing them to live and work in a global economy. Universities could play a stronger role in the economic, cultural and social development of their regions according to the Organisation for Economic Co-operation and Development (OECD) which recommends that countries should provide a more supportive environment for university-enterprise co-operation (OECD, 2007).

There is universal agreement that the development of the knowledge economy is a key element for countries that are economically prosperous and globally competitive. For countries at the forefront of the world economy, the balance between knowledge and resources has shifted so far towards the former that knowledge has become perhaps the most important factor determining the standard of living - more than land, tools and labour. Today's most technologically advanced economies are truly knowledge-based (Smith and Smith, 2002). Higher education lies at the heart of the knowledge base and therefore recent years have seen increasing emphasis on HE by governments keen to bolster economic prosperity. In 2000, for example, the British government published a report containing new developments in HE arising from a combination of external pressures including new technologies, globalisation and the growth of the knowledge economy (CVCP / HEFCE, 2000a).

1.2.2 Why locate this study in Ontario?

Ontario has 18 provincially assisted universities offering undergraduate and postgraduate degrees (Council of Ontario Universities, 2005). Each institution (Table 2-3) operates independently and determines its own academic and admissions policies, programs and staff appointments. The Ministry of Training, Colleges and Universities (MTCU) provides funding to the universities and gives them degree-granting authority. There are also several privately funded degree-granting institutions in the province although they do not enjoy the same status as their provincially funded counterparts: they are all highly specialist and are often linked with religious denominations (Table 2-4). Overall, more than 300,000 students are enrolled in undergraduate studies in Ontario (Government of Ontario, 2005b).

The concept of globalisation is one where national borders are irrelevant so it is interesting to note that in Canada higher education is provincially funded, therefore having many provincial borders. One of the defining elements of Canada's HE system is its decentralised nature and as there is no national Ministry of Education there is no unified system.

Canada is made up of ten partially self-governing provinces and three autonomous territories. Governing power is shared between the provincial and federal levels of government with each province and territory therefore having its own legislation and jurisdictions for higher education (Shanahan and Jones, 2007). As yet there has not been a federal approach to developing higher education collectively across Canada. In fact the converse is true: the lack of a cohesive strategy has led to each province competing with the others. The same is true in Ontario where universities are each concerned with

themselves. There is not a spirit of cooperation within universities across Ontario and it is widely acknowledged that this is the 'Canadian approach'. There are, however, some national organisations and groups of institutions in Canada who work together to promote themselves internationally and some provinces have set up agencies to promote education within their province through all sorts of international dimensions with trade being a critical one. These sometimes compete and sometimes work together. There is no national approach across Ontario universities to policy or programs (Fox, 2006).

Internationalising university campuses has been linked to the Canadian economy as provincial and federal governments seek to include education as part of their foreign trade and international relations policy (Galway, 2000).

Another reason for locating this research in Ontario is that it is one of the most multicultural societies in the world and therefore the concept of globalisation has an extended meaning. Half of all immigrants to Canada settle in Ontario and of those, half live outside Toronto (Government of Ontario, 2005c).

A further reason is that post-secondary education in Canada is facing a number of challenges many of which are similar to those in England, both countries in which the author has professional experience. This is evident from the Council of Ministers of Education, Canada (CMEC) action plan for post-secondary education which includes objectives to address the following issues:

- Recruiting and retaining faculty
- Demand for places outstripping supply
- More graduates being needed in certain areas
- Too few doctoral students meeting country's needs
- The fabric of many buildings requiring investment
- Indirect research costs taking their toll on institutional and provincial budgets

(CMEC, 2005).

In February of 2005, the Former Premier of Ontario, Bob Rae, released 'Ontario, a Leader in Learning: Report and Recommendations' which is known as the 'Rae Review' of post-secondary education. The Rae Review includes two key recommendations that focus on issues related to globalisation:

- students from Ontario being able to have experience abroad
- the recruitment of international students

(Government of Ontario, 2005a).

For the past six to seven years, the driving force in the Ontario university system has been growth. The need to accommodate the 'double cohort' resulted in funding mechanisms which not only rewarded institutions prepared to increase their undergraduate enrollment but essentially forced them to do so (since growth money was required to cover base costs). This resulted in the expansion of universities. In the likely future, however, undergraduate growth will no longer be the driving force. Given the Ontario Government's five-year funding commitment in its May 2005 budget (Ontario Ministry of Finance, 2005), and more recent indications from the MTCU, the major system-level imperatives will revolve around:

- growth in graduate-level programs and enrollment
- the preservation/enhancement of 'quality' (however measured)

(MTCU, 2008).

These two priorities need to be considered alongside other policy priorities, such as those in the Rae Review.

Universities in Ontario are not required to adopt provincial priorities nor to serve as instruments of public policy. They are self-determining institutions which must respond to the needs of their stakeholders (both internal and external) and develop a mandate and role which is appropriate, desirable and sustainable. Thus, the environment should influence, but not dictate, universities' future ambitions and goals. In Ontario, universities therefore have relative autonomy regarding the programs they run and the markets that they seek to be in. This is countered by the fact that the provincial government funds undergraduate study via its allocation of Basic Income Units (BIUs) to universities.

Currently BIUs are not allocated to universities for their international students.

Universities in Canada are therefore easily able to justify the significantly higher tuition fees charged to international students. In 2007/08 Canadian, full-time, undergraduate students paid an average of \$4,524 (Canadian dollars) in tuition fees for the academic year whilst international students paid, on average, more than three times as much: \$13,985 (Canadian dollars) (Statistics Canada, 2007). This presents a dilemma for universities in Ontario as the provincial government is keen for universities to increase the number of international students (Government of Ontario, 2005a) but does not apply BIUs, or allocate other funding, for international students.

It is evident, therefore that the impact of globalisation has several strategic implications for universities in Ontario and the government is attempting to harness the opportunities presented for economic, cultural and social development and global competitiveness. It does not, however, have an aligning funding policy in place.

As the founding senior manager at a brand new university campus in Ontario this juxtaposition required careful navigation as the author strived to devise a Strategic Plan that, when realised, would ensure maximum success for the new campus.

1.3 Objectives of this Research

This thesis explores globalisation in the context of higher education, with a particular emphasis on global student recruitment and its part in the response to opportunities presented by globalisation shown by four case study universities in Ontario. Interviewees at each case study university were encouraged to share their broad perceptions of how their university had responded to globalisation hence the extent of study is wider and includes other responses to globalisation such as the 'exporting' of students, curriculum development, global research etc.

For the purposes of the case studies within this thesis, and the semi-structured interviews carried out, globalisation is taken specifically to be 'the activities undertaken to fulfil the goal of increasing the global dimension of the institution in terms of student recruitment'. It is acknowledged that international student recruitment is just a small part of globalisation and this was used as the anchor point for case study interviews. This research is designed from a point of curiosity hence it is important that there is a starting point for discussion on the impact of globalisation and what it means at each case study university, but that this does not limit or hinder the discussion.

The author attempts to understand why each of the case study universities has responded, and is responding, in the way that it has, and is, by reviewing documentary evidence, theory and the primary research gathered for this study in the context of the current policy framework. Comparisons and differences in responses are described and accounted for from the author's perspective as a former senior manager in one of the case study universities. Culture and strategic planning are explored, in particular, as the literature shows that these aspects of universities are critical in identifying reasons for institutional responses of complex organisations, such as universities. Recommendations are made to each of the case study universities and to the policy makers in Ontario that, if followed, would lead to a further globalised university sector in Ontario, thus increasing the province's economic prosperity.

This thesis examines whether particular types of institutional culture can usefully be viewed as indicators of institutional responses to the concept of globalisation and whether culture could be contributing to the 'commoditisation of higher education'. This could have implications within the General Agreement on Trade in Services (GATS) where education is being considered as a tradable commodity.

This thesis aims to understand the impact of globalisation at a local level and within a national and global framework. This is known as a glonacal approach and is an intrinsic part of contemporary globalisation where individuals have the power to impact global markets by competing against and working with other individuals across the globe (Friedman, 2006). The glonacal approach to this thesis (Marginson and Rhoades, 2002) is consistent with the third phase (3.0) of globalisation (Friedman, 2006).

1.4 Central Research Questions

The research questions addressed in this thesis evolve from the literature review that demonstrates a gap in the literature specifically to do with individual university responses to globalisation. There is a lack of empirical research in this field hence the author is keen to add to the research and quantify such activity.

This thesis seeks to investigate the problem of how and why some universities in Ontario have responded to globalisation within the context of their culture, strategic planning and their local, regional, national and global roles and responsibilities. In particular the primary research questions are:

1. How do the case study universities respond to the challenges and opportunities of globalisation?
2. What factors have determined and affected these responses?

More specific research questions are:

3. How does organisational culture influence the university's response to globalisation?
4. What is the role of strategic planning in the determination and delivery of institutional responses?
5. How are institutional strategies that respond to globalisation defined and implemented?
6. How do local, regional, national and global issues balance with each other in institutional responses?
7. What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions?
8. How might the strategies that respond to globalisation be adjusted for the future?

This thesis outlines the current position on global student recruitment in four universities in Ontario. It traces their recent development and seeks to account for this in terms of institutional culture and strategic planning. It seeks to document how these aspects of globalisation are perceived by university administrators and faculty. In addition, this thesis highlights some of the major issues in connection with institutional responses to the impact of globalisation with respect to responsibilities that range from being very local to global in nature.

1.5 Contribution to Knowledge

Universities in Ontario are an excellent subject for this investigation as there is an expectation by the government that they take advantage of the opportunities presented by the impact of globalisation and increase their global competitiveness (Government of Ontario, 2005a). This thesis contributes to knowledge by attempting to quantify how and why some universities are striving to achieve this.

Whilst there is a small amount of literature that focuses on globalisation and the recruitment of international students in Colleges of Applied Arts and Technology (Cudmore, 2006; Galway, 2000), there is scant literature focused on the detail of how Canadian universities have responded to the impact of globalisation and this thesis makes a start in so doing.

There is a huge body of literature that is concerned with globalisation and this thesis attempts to make detailed sense of a small amount of it – that which is concerned with higher education and with universities in Canada.

This thesis positions the responses to globalisation of four universities in Ontario, within the policy context that government sets. It shows how there could be some incompatibilities between government rhetoric and funding models.

In a conceptual context, this thesis is the first empirical study to explore the various tiers of globalisation and to equate them to the overall responses to globalisation made by universities in Canada. It is also the first study to consider responses made by universities to globalisation from a cultural perspective and from the context of institutional strategic planning.

In a world that is globalising rapidly, in which the central role of universities in the knowledge economy and in civil society is articulated more strongly and more widely than ever, we do not have a clear sense of what it takes or what it means to be a global university (Spanier and Thomas, 2007). This thesis strives to contribute to this discourse.

Chapter 2 Literature Review

Although this thesis is multifaceted, it is mainly situated within the literature on globalisation and, to a lesser extent, glonacalisation. It is also concerned with the context in which globalisation occurs and the various elements that contribute to it. Consequently, this chapter begins with the definitions and concepts of the phenomena of globalisation and glonacalisation. It then reviews these phenomena in the context of HE before looking at government responses and the Canadian context for HE, as this is where the primary research in this thesis is situated. This chapter then discusses possible institutional responses and the importance of culture and strategic planning, within these responses. The chapter concludes with a résumé of the literature and an indication of the content of further chapters in this thesis.

2.1 Globalisation – definitions and concepts for this study

It is important to begin by attempting to understand what globalisation is. This section seeks to define what is meant by globalisation and to outline the main concepts of the phenomenon that are relevant in the context of HE. This is particularly important given the widespread tendency, in both the literature and practice, to use globalisation as a 'catch all' to describe a range of different occurrences.

Globalisation is a complex, problematic concept that has many different interpretations. It is a tricky concept that is more conceptual than theoretical in much of the literature. Definitions of globalisation usually have either a social or an economic context and there is a huge body of literature on the topic. The trouble in conceptualising the term globalisation is partly due to the wide range of disciplines that have focused on it. Globalisation is multifaceted and encompasses many heterogeneous forces. It is an extremely complex process operating at many different levels and with vastly different resultant effects according to where, why and how it is happening. Globalisation is a potentially confusing term: its meaning appears to be variable and therefore it is difficult to define.

Jan Scholte (2000, p.49) argues that there are at least five broad definitions of globalisation, found in the literature:

1. Globalization as internationalization. Here globalization is viewed 'as simply another adjective to describe cross-border relations between countries'. It describes the growth in international exchange and interdependence. With growing flows of trade and capital investment there is the possibility of moving beyond an inter-national economy, (where 'the principle entities are national

economies') to a 'stronger' version - the globalized economy in which, 'distinct national economies are subsumed and rearticulated into the system by international processes and transactions'

2. Globalization as liberalization. In this broad set of definitions, 'globalization' refers to 'a process of removing government-imposed restrictions on movements between countries in order to create an "open", "borderless" world economy'. Those who have argued with some success for the abolition of regulatory trade barriers and capital controls have sometimes clothed this in the mantle of 'globalization'
3. Globalization as universalization. In this use, 'global' is used in the sense of being 'worldwide' and 'globalization' is 'the process of spreading various objects and experiences to people at all corners of the earth'. Classic examples of this are the spread of computing, television etc.
4. Globalization as westernization or modernization (especially in an 'Americanized' form). Here 'globalization' is understood as a dynamic, whereby the social structures of modernity (capitalism, rationalism, industrialism, bureaucratism, etc.) are spread the world over, normally destroying pre-existent cultures and local self-determination in the process
5. Globalization as deterritorialization (or as the spread of supraterritoriality). Here 'globalization' entails a 'reconfiguration of geography, so that social space is no longer wholly mapped in terms of territorial places, territorial distances and territorial borders. Globalization is defined as 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa

(Scholte, 2000).

Manuel Castells argues that in the last twenty years of the twentieth century, a new economy emerged around the world due to globalisation. He characterises it as a new brand of capitalism that has three fundamental features:

1. Productivity and competitiveness are, by and large, a function of knowledge generation and information processing
2. Firms and territories are organized in networks of production, management and distribution
3. The core economic activities are global - they have the capacity to work as a unit in real time, or chosen time, on a planetary scale

(Castells, 2001).

Dirk Van Damme argues that the forces and tensions understood by the umbrella concept of globalisation constitute a dramatically different environment for HE institutions and policy makers to operate in. The changes to which HE all over the globe increasingly is exposed, are complex and varied, even contradictory, and the comprehensive concept of globalisation is far from clear and well defined. Nevertheless, the concept of globalisation indicates that the various changes are somehow interrelated and creating new forms of interdependencies between actors, institutions and states. He stresses the following tendencies within the overall force of globalisation:

1. The rise of the 'network' society, driven by technological innovation and the increasing strategic importance of information and symbolised by the expansion of the internet
2. The restructuring of the economic world system, with the transformation to a post-industrial knowledge economy in the core, the emergence of newly industrialised nations, and the growth of new forms of dependency in the developing world; the rapid integration of the world economy with increasingly liberalised trade and commerce, resulting in new opportunities but also in relocation of production
3. The political reshaping of the post-Cold War world order, with strategic shifts in power balances and the emergence of new regions challenging the hegemony of the 20th century superpowers, but also with increasing global insecurity and an endless list of regional and local conflicts
4. The growing real but also virtual mobility of people, capital and knowledge, possible because of new transport facilities, the development of the internet and an increasingly integrated world community, but also provoked by the will among the hopeless to escape poverty, new mass migrations and refugees escaping war and insecurity
5. The erosion of the nation state and its capacity to master the economic and political transformations, together with the weakness of the international community and its organisations, widening the gap between economic activity and socio-political regulation, and leading to unbound global capitalism but also to new international forms of crime
6. The very complex cultural developments, with on the one hand aspects of homogenisation such as an increasing cultural exchange and multicultural reality, but also the worldwide hegemony of the English language and the spread of commercial culture, and on the other hand elements of cultural differentiation and segregation such as fundamentalisms of various kinds (including new nationalisms), regressive tendencies, intolerance and a general feeling of loss of identity.

These forces and tendencies are not the only ones which define the social environment in which HE has to operate at the start of the 21st century; reference has to be made as well to the demographic challenges, the spread of AIDS, endemic poverty and religious conflicts, to name a few. Globalisation also means that institutions and even states no longer can give their own answers to all these challenges, but that they also have become interdependent in their policy-making processes (Van Damme, 2001).

Thomas Friedman deals with the concept of globalisation that he calls 'flattening', whereby production is dominated by complex supply chains based on value-added services, with products in all industries being increasingly leveraged through competitive commoditisation and the possibility of using labour and services in emerging markets like India and China. Friedman argues that this is a process by which individuals as well as companies become empowered. He describes how accelerated change is made possible through intersecting technologies and social protocols, such as cell phones, the internet and open source software. Friedman criticises societies that resist these changes, arguing that the inevitability of global change forces all societies to either adapt to its forces or be left behind. He emphasises the inevitability of a rapid pace of change and the extent to which emerging abilities of individuals and developing countries are creating many pressures on businesses and individuals (Friedman, 2006).

Ulrich Beck argues that globalisation is risky and that risks can catch up with those who profit or produce from them. In what Beck (1992, p.21) has termed 'the risk society', as knowledge has grown, so has risk. Indeed, Beck argues that social relationships, institutions and dynamics within which knowledge is produced have accentuated the risks involved. Therefore risk has become part of globalisation (Beck, 2000; Beck, 1992).

Despite much diversity in opinion, as shown in the preceding paragraphs, there seems to be acceptance amongst scholars that it is worthwhile to make a distinction between a few conceptualisations of globalisation. Three key conceptualisations, that will be used in this thesis, follow.

2.1.1 Beerkens' conceptualisation

Eric Beerkens (2003, p.137) strips globalisation down to its literal meaning: 'making or becoming worldwide ... or all inclusive'. He describes the 'previous' (non-globalised) world in terms of its reliance on the compartmentalism of economies, cultures, power bases and identities that a geographical extension toward the global level is almost seen as an absurdity. Further, Beerkens describes the four different points of reference taken on globalisation that lead to different manifestations of the notion (Beerkens, 2003). This

provides a useful summary of the complexities associated with this key concept of the 21st century in particular, which is useful in setting the scene for this thesis.

It is helpful to include Beerkens' four different perspectives on globalisation (Table 2-1) by way of demonstrating the breadth of the term and how it is used.

Table 2-1 Different Perspectives on Globalisation

Conceptualisation	Past Reality	New Reality	Globalisation Equals
Geographical	Unconnected localities	The world-system that came into existence around 1900	Increasing connectedness
Authority	State sovereignty over clearly defined territories	Authority transferred upward, downward and sideways	Deterritorialisation
Cultural	Mosaic of cultures without significant routes for cross-cultural exchange	Melange of cultures	Either uniformity or friction
Institutional	Nation as the institutional container of society: Identity, solidarity and citizenship based on nationality	Social organisation and identity structured around spatial systems	Cosmopolitanisation

(Beerkens, 2003).

Within this research, all four points of departure for globalisation are considered as HE is inextricably linked with each of the conceptual starting points.

2.1.2 Huisman and van der Wende's conceptualisation

Jeroen Huisman and Marijk van der Wende show that HE systems across the world are changing in response to the challenges and opportunities of internationalisation and globalisation. They also demonstrate, however, that most universities do not differentiate conceptually between internationalisation and globalisation (Huisman and van der Wende, 2005). Van der Wende (2004, p.10) articulates different points of emphasis in defining in particular the concepts of globalisation and internationalisation:

- **Globalisation** emphasises an increasing convergence and interdependence of economies and societies. A de-nationalisation and integration of regulatory systems as well as a blurring role of nation states are taken for granted. The

liberalisation of international trade and global markets are often viewed as the strongest move in this direction

- **Internationalisation** assumes that nation states continue to play a role as the economic, cultural and social systems, but that they are becoming more interconnected and activities across their borders are increasing. Co-operation between nation states is expanding and national policies are placing stronger emphasis on regulating or facilitating border-crossing activities.

(van der Wende, 2004).

2.1.3 Rikowski's conceptualisation

Glenn Rikowski (2002, pp. 2-5) considers some of the complexities of globalisation and suggests that there are four dimensions to it:

1. The cultural element: cultures may either be brought together and appreciated as being different or they may be homogenized
2. The eroding of the power and significance of nation states: global powers such as the World Trade Organisation (WTO), the International Monetary Fund (IMF) and the World Bank are increasingly taking on world government roles that override many decisions made within nation states
3. The commodification of all that surrounds us in the globalised world: for example should education be a tradable commodity?
4. The value that labour is required to add: value is created from labour which is then embedded in a commodity.

Rikowski, like Friedman, believes that globalisation is partly to do with what has been called the 'death of distance' assisted by the absolute and relative decline in transport costs. He believes that we have one world in the economic and cultural sense, which has not existed before (Rikowski, 2002).

These dimensions are similar to the perspectives articulated by Beerkens and others (Huisman and van der Wende, 2005; Luijten-Lub, 2007) hence there is broad agreement on the notions of globalisation being affected by the context of the point of departure.

There are also rather critical, if not biased, scholarly approaches to globalisation which, for example, cast doubt on the belief in the free market (Currie and Newsom, 1998) and

suggest that the academic profession cannot remain an independent market when globalisation is applied to HE (Deem, 2001). These approaches are not considered in detail in this study as they would have introduced uncertainty to the thesis and would have brought too many variables to play. They would therefore have been less helpful in attempting to answer the research questions and make sense of the roles of culture and strategic planning in responses to globalisation in the case study universities.

2.1.4 Definition for this study

Considering these conceptualisations, a fruitful and encompassing definition of globalisation for this study, going beyond the general definition used in 1.1, is taken from Beerkens' (2003, p.137) literal definition: 'making or becoming worldwide ... or all inclusive' (Beerkens, 2003). From this view point, Beerkens (2004, p.13) argues that the world-wide interconnectedness between nation-states becomes supplemented by globalisation as 'a process in which basic social arrangements (like power, culture, markets, politics, rights, values, norms, ideology, identity, citizenship, solidarity) become disembedded from their spatial context (mainly the nation-state) due to the acceleration, massification, flexibilisation, diffusion and expansion of transnational flows of people, products, finance, images and information' (Beerkens, 2004).

The author considers this definition and approach entirely appropriate for this study for several reasons which are now given.

Beerkens' thesis is encompassing and enlightening in the sense that it is overtly multidisciplinary and takes several past realities as points of departure, or anchor points. As all of the past realities articulated are manifest in universities, Beerkens' conceptualisation helps make sense of the empirical data from the case study universities. This is an important feature in this study as the case study universities are, of course, multidisciplinary and the qualitative research methods used aim to allow interviewees at the case study universities to be as open as possible and not constrained by a particular definition or concept. Using Beerkens' work as the conceptual starting point allows for interviewees' perspectives and stories to be analysed with reference to the various points of reference that Beerkens articulates, which are very broad. If a narrow definition of globalisation had been used, the case study interviewees would have been likely to give narrow responses, rather than opening the topic up.

It is neutral in outlook, which is important in this study so that the already complex area is not further complicated with an extreme political dimension. Some scholars consider globalisation from an anti-neoliberal view, one where market forces should be curtailed,

not allowed to influence and shape policy and practice in HE. Jan Currie and Janice Newsom, for example, do not think that the ideology of the unencumbered marketplace should be accepted in HE but that alternatives should be explored. They bring a critical voice to the idea of globalism believing that it is too often simply accepted as a positive force with little attention paid to the negative elements (Currie and Newsom, 1998). In this study it was important to ground the empirical research in a non-political conceptualisation, such as that of Beerkens.

Beerkens' conceptualisation provides a 'bridge' to the globalisation literature of HE which is good reason for its appropriateness in this study. He believes that in order for there to be a thorough understanding of how globalisation relates to HE, the notion of globalisation must first be clearly developed and articulated. Beerkens (2004 p. 8) achieves this by describing what he calls 'the globalisation container' where '... if globalisation is regarded as a process there must be a "past reality" that is or has been affected by the process. Classified according to the point of reference taken we can approach "global" as a geographical concept, distinguishing it from the local; as a concept of authority and power, distinguishing it from territorial sovereignty; as a cultural concept, distinguishing it from isolation; and finally as an institutional concept, distinguishing it from national.' (Beerkens, 2004). An example of the geographical 'bridge' acknowledges the 'flattening of the world' (Friedman, 2006) in the literature generally and applies this to HE specifically with the plethora of discourses concerned with understanding the importance of recruiting non-domestic students, the development of satellite and overseas university campuses, the increased co-operation between universities and the importance of networks and consortia in HE across the globe, to name but a few. The cultural 'bridge' goes from the literature on culture generally (Hofstede, 2001; Hofstede, 2003; Hofstede et al., 2002; Jones et al., 1991) to that which is applied specifically to HE (Davies, 2001c; Giroux, 2002; McNay, 1995). Beerkens' four points of departure are all relevant factors in HE hence the 'bridge' from general globalisation literature to that of HE.

The author is keen to position this empirical study in a scholarly conceptualisation and of those reviewed, Beerkens is the one that is most suitable.

2.2 Glonacalisation

This section seeks to define what is meant by glonacalisation relating it to the associated concept of globalisation. The intention is to clarify the way in which the term is used in this study. This is particularly important as it is a 'new' term to which various meanings could be associated.

2.2.1 Glonacalisation – definitions and concepts

An increasingly important notion within globalisation is the argument that all globalisation can have a local impact and likewise all local activities can have an impact globally. This is a recently articulated phenomenon which is sometimes referred to as 'glocal' or 'glonacal'. The literature of glonacalisation is not abundant as this is a new, emerging area. Glonacalisation is a term coined to help express the view that with the advent of globalisation there is often a simultaneous stimulation of local and regional events, culture and dimensions. It follows that the concept of globalisation has an impact on local and regional dimensions. The OECD acknowledges that there are parallel processes of globalisation and localisation and that the local availability of knowledge and skills is becoming increasingly important (OECD, 2007).

An obvious factor in both globalisation and glonacalisation is the prevalence and growth in the use of the internet as a tool of very low cost global connectivity. This new age of connectivity is one of the major forces that led to the 'flat world' where individuals can communicate and interact with more people anywhere on the planet than ever before. This means that people all over the world have the power to go global as individuals and that localities previously 'not on the map' can become places with serious competitors and collaborators on the world platform (Friedman, 2006).

Victor Roudometof (2005, p.118) articulates a useful definition of what he terms glocalisation: 'glocalisation or "internal globalisation" is meant to highlight the reality of micro-globalisation, the fact that globalisation is not a macro-concept that can only be accounted for through references to large structures. On the contrary, globalisation is present in everyday life at the micro-level. The merging reality of social life under conditions of internal globalisation or glocalisation is what should be properly understood as transnationalism. Transnationalism is borne out of internal globalisation'. Roudometof also views transnationalism and cosmopolitanism as concepts in contemporary scholarly and journalistic discourses that lack a universally accepted definition and he argues that internal globalisation (or glocalisation) is responsible for the transformation of people's everyday lives irrespective of whether they are transnational or not (Roudometof, 2005).

2.2.2 Glonacalisation in the context of higher education

It is useful to put the concept of glonacalisation into the context of HE, as this is where this thesis is situated. Simon Marginson and Gary Rhoades argue that current research is anchored in conceptions of national states, markets and systems of Higher Education Institutions (HEIs). They join others who have been critical of the applicability of Burton

Clark's (1983) triangle of co-ordination in comparing HE systems and explaining differences and similarities in a globalised setting. They feel particularly uncomfortable with the central role played by the concept of nation state and the abstract character of the notion of market (Ahola, 2005). Marginson and Rhoades (2002, p.281) have developed a 'glonacal agency heuristic' that points to three intersecting planes of existence which emphasise the simultaneous significance of global, national and local dimensions and forces. They acknowledge that globalisation processes in HE are under-studied and under-theorised and that HE in every corner of the globe is being influenced by global, economic, cultural and educational forces and that HEIs themselves are increasingly global actors extending their influence across the world. Their model (2002, p.11) 'encourages focus on specific organizations and collective action rather than over-generalised conceptions of polities and states, economies and markets or higher education systems and institutions' (Marginson and Rhoades, 2002).

There is little exploration of local demands and variations within nations and of the ways in which local institutions extend their activities beyond national boundaries. Current conceptualisations of comparative HE lack a global dimension and fail to adequately address the local dimension. Marginson and Rhoades (2002, pp.286-287) suggest that 'we need to study how local actors and institutions extend their activities to the international stage. In what ways do local universities and departments move into international circles, not just subject to international forces, but being subjects that exercise influence regionally and globally?' In summary Marginson and Rhoades argue that global, regional and local dimensions are all interconnected and that nation states, markets and institutions need to be re-conceptualised (Marginson and Rhoades, 2002).

In a similar vein to Marginson and Rhoades, but taking a slightly different approach, Peter Scott argues that HE, in common with many other social, political, economic and cultural systems, has been caught up in the time-space revolution. There has been a fundamental reconfiguration of temporal and spatial relationships produced by advances in ICT but also by deep-flowing cultural transformations linked to individualisation and consumerism (Nowotny, 1994). The effect has not simply been to replace a relatively linear spectrum of national - international parameters by a much fuzzier spectrum ranging from the local through regional, national and international layers to the global; but also to undermine the very idea of spectra, parameters, layers and other linear relationships as analytical (and policy-making) frameworks. As a result, Scott concludes that the local and the global can interact directly rather than indirectly through intermediate layers - hence new terms such as 'glocalisation' that have been created. Many universities have experienced the time-space revolution as a weakening of national (and possibly bureaucratic) structures and an accentuation of both local and global (and possibly market) perspectives (Scott, 2005).

In a similar vein to Marginson and Rhoades, John Douglass also argues that globalisation is subject to a complex set of local influences. He concludes that globalisation trends and innovations in the instructional technologies are widely believed to be creating new markets and forcing a revolution in HE. Much of the rhetoric of globalists has presented a simplistic analysis of a paradigm shift in HE markets and the way nations and institutions deliver educational services. His paper provides an analytical framework for understanding global influences on national HE systems. It identifies and discusses the countervailing forces to globalisation that help to illuminate the complexities of the effects of globalisation (including the GATS) and new instructional technologies on the delivery and market for teaching and learning services. Globalisation offers substantial and potentially sweeping changes to national systems of HE, but there is no uniform influence on nation-states or institutions. All globalisation is, in fact, subject to local (or national and regional) influences. Douglass believes that delineating the experience and responses of differing institutions may help us more readily understand the true influence of globalisation on the future path of HE (Douglass, 2005).

2.3 Globalisation in the context of higher education

Economic and cultural globalisation has ushered in a new era in HE. Higher education was always more internationally open than most sectors because of its immersion in knowledge, which never showed much respect for juridical boundaries. In global knowledge economies, HEIs are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capital (Marginson and van der Wende, 2007).

Globalisation is a contextual development of great relevance to HE systems across the globe. In order to understand how globalisation relates to HE, it needs to be developed in a precise and consistent way (Beerkens, 2003; Lewis, 2007). The point of reference used is an important distinguishing feature in the definition of globalisation for HE (see 2.1.1 and Table 2-1).

Whilst the responses of universities to globalisation can be considered simply as cause and effect, there is much more involved as universities are affected by local, regional and national drivers, as well as those of globalisation. Douglass suggests that the international market for HE, although significant and growing, is seemingly more narrow and specialised than previously thought. At the same time HE is expanding in its value to society and enrollment demand is growing across the globe. Political and cultural differences, and the locations of HE systems within nations and regions, are extremely important factors in moderating the influence of globalisation. While technology may

influence the way courses will be taught, it is unlikely that new technologies are forcing paradigm shift. At the institutional level, the movement toward international markets has been motivated largely or solely by desire for-profits. Seldom is it part of a well-planned expansion deliberately linked with an institution's mission. In a world of globalising HE there are important questions related to access, quality and national sovereignty. Returning to the theme that globalisation is ultimately a local question, responses to these questions are likely to differ (Douglass, 2005).

Beerkens' thesis examines the extent to which universities and their internationalisation activities have truly changed due to processes of globalisation and regionalisation. He explores the ways in which universities cooperate across borders and concludes that contemporary international collaborative activities can be assumed to reach deeper in to the heart of the university than earlier, more marginal activities. Consequently, these activities present more challenges to existing structures and routines. In this way, the study of international arrangements among universities can be considered a microcosm for studying the impact of globalisation and regionalisation on universities (Beerkens, 2004).

In 2000, Robin Middlehurst compared the business of HE with private sector businesses. She examined the factors affecting business and compared their influence to how they influence HE. The main factors she identified were the:

- Rapid development of ICT
- Increased speed of scientific advance
- Increasing global competition and
- Changing demands on the labour market.

Each of these is also a factor in globalisation and has a significant impact on HE.

Middlehurst's study concludes that these drivers for change will influence universities resulting in several types of institution being common in the future:

- Mega universities
- For-profit higher education
- Virtual universities
- Local, low-cost universities
- World school universities with branch campuses worldwide
- Consortia universities.

All of these respond to the reality of borderless education resulting from, amongst other things, the growth in use and capability of ICT. This changing shape of HEIs, of course, leads to a change in the professional skills required by their staff (Middlehurst, 2000).

There are several responses to globalisation that emerge as themes in HE across the globe. These are evident across the literature and include: crossing borders (import and export); international competition and the need for enhanced quality assurance (QA). A brief summary of each of these follows, before a clarification of some key terminology is given.

2.3.1 Crossing borders (import and export)

It is both surprising and worrying that very little has been written on the rationales for the benefits of the import and export of education services overall. It is generally taken for granted that liberalised trade in education will increase a country's economic prosperity but due to the complexity of the issues and because the issues vary substantially with country, mode of delivery and sector of education it is difficult to draw a definitive conclusion on whether trade in education is a 'good' or 'bad' thing. It does, however, manifest naturally in globalisation.

Whilst it is difficult to identify the full extent of international trade in educational services it is clear that it is already a major business in many countries including Australia, Canada, New Zealand, the United Kingdom (UK) and the United States (US). By far the largest component of this international trade is in students travelling abroad to study. This trade has been established over many years but a newer prospect is the provision of courses and qualifications provided by universities operating outside of their home country for the student who stays at home to study (Larsen et al., 2002).

Trade in HE is acknowledged to be a multi-million dollar business and not only is there a growing demand for local HE but also for trans-border education such as private or for-profit foreign university campuses, ICT Academies, twinning arrangements with other universities, corporate universities, virtual universities, open universities and e-universities (Knight, 2002a; Knight, 2002b). The capacity of the public sector has not kept up with this demand which, coupled with the recent developments in ICT and its application, and the massive growth in online learning, has resulted in the emergence of this very lucrative market.

Data on the level and content of trade in educational services is scarce however Kurt Larsen et al devised a methodology that shows the US to be by far the biggest exporter of

educational services, followed by the UK, Australia and Canada. In terms of importing educational services (i.e. payments made for students studying abroad) the US is the largest importer followed by Canada and Australia however in percentage terms Australia is the largest importer followed by Canada (Table 2-2).

Table 2-2 Exporters and Importers of Educational Services

	Exporters of educational services	Importers of educational services
1.	United States	United States
2.	United Kingdom	Canada
3.	Australia	Australia
4.	Canada	

(Larsen et al., 2002).

With the blurring of borders, especially across Europe (due the widening of the European Union [EU]) and internationally, to some extent, due to the GATS, HEIs have been developing a plethora of borderless activities that extend further than the importing and exporting of students although, of course, these remain very important activities. Countries that are serious about importing students are putting more resources into overseas marketing by stressing the collective 'brand' that it is hoped will then support individual initiatives (CVCP / HEFCE, 2000b).

2.3.2 International competition

As a natural consequence of increasing borderless education, there is an increase in competition between HEIs, all striving for economic sustainability in a finite market, often with declining government funding. National competition and global competition are distinct, but feed into each other. Higher education produces 'positional goods' that provide access to social prestige and income-earning (Hirsch, 1976). Research universities aim to maximise their status as producers of positional goods. This status is a function of student selectivity plus research performance. At system-level competition bifurcates between exclusivist elite institutions that produce highly valued positional goods, where demand always exceeds supply and expansion is constrained to maximise status; and mass institutions (profit and non-profit) characterised by place-filling and expansion. Intermediate universities are differentiated between these poles. In global competition, the networked open information environment has facilitated (1) the emergence of a world-wide positional market of elite US/UK universities; and (2) the rapid development of a commercial mass market led by UK and Australian universities. Global

competition is vectored by research capacity. This is dominated by English language, especially US universities, contributing to the pattern of asymmetrical resources and one-way global flows (Marginson, 2006).

2.3.3 Quality assurance

It is broadly recognised that with increasing cross-border education comes the need for more attention be given to quality assurance (QA) and accreditation of cross-border education programs and providers. It is clear that national QA schemes are being challenged by the complexities of the international education environment.

Not only is it important to have domestic or national policy and mechanisms, it is equally important that attention be given to developing an international policy approach to QA and accreditation. Can coherence between a domestic or national system and an international policy framework actually strengthen national quality schemes rather than weaken them? Central to the establishment of quality management and assessment systems, whether national or institutional, are questions of power and value. Policies on QA at both national and institutional levels are becoming important arenas for working out the tensions between different values and interests in the future shaping of HE (Brennan and Shah, 2000). This is of course accentuated with increasing cross-border HE developments.

Clearly there are risks and opportunities associated with this issue, but to do nothing is a risk in itself. Quality assurance of HE is in some countries regulated by the sector and in others by the government, to varying degrees. The key point is that authority for QA, regulation and accreditation for cross-border delivery needs to be examined and guided by stakeholders and bodies related to the education sector and not left in the hands of trade officials or the market (Davies, 2001a; Huisman and van der Wende, 2005; Knight, 2002c).

2.3.4 Terminology: globalisation; glonacalisation; internationalisation; cross-border; borderless

It is now possible and appropriate to clarify meanings for the terms: globalisation; glonacalisation; internationalisation; cross-border and borderless higher education as they will be used throughout this thesis.

Globalisation:

Globalisation in HE is demonstrated by border-crossing activities of blurred national systems which are often employed to depict world-wide trends and

growing global competition (Teichler, 2004). It is the phenomenon that is demonstrated by: recruiting students, faculty and staff from around the globe; exchanges for students, faculty and staff with partners across the globe; global themes in the curriculum; off-shore campus developments; collaborative research and other projects involving partners across the globe (Beerens, 2004). Globalisation is one of the main forces driving the internationalisation of HE (van der Wende, 2007).

Glonacalisation:

Glonacalisation is where, with the advent of globalisation, there is a simultaneous stimulation of local and regional events, culture and dimensions that has an impact on local and regional dimensions. There are parallel processes of globalisation and localisation and the local availability of knowledge and skills becomes increasingly important (OECD, 2007).

Internationalisation:

Internationalisation is the process of integrating an international dimension into the teaching, research and service functions of a HEI. The definition of internationalisation assumes that nation states continue to play a role in economic, social and cultural systems but that they are becoming more interconnected and activities across their borders are increasing. Co-operation between nation states is expanding and national policies are placing stronger emphasis on regulating or facilitating border-crossing activities. Driving forces in internationalisation of HE are no longer institutions and national policy makers alone but increasingly supranational organisations generally indicating the blurring of national boundaries and a shift from internationalisation to globalisation (Kehm and Teichler, 2007). Internationalisation of HE is a strategy to make HE responsive to the challenges of globalisation but it is by no means the only strategy (van der Wende, 2007). Internationalisation in HE has broadened and is no longer mainly about student and staff mobility (Luijten-Lub et al., 2005). To put it at its simplest, Scott argues (2005, p.5) that ‘... internationalisation implies “many nations” and globalisation implies “one world” (even if the definition of “one world” is sharply contested)’ (Scott, 2005).

Cross-border:

Cross-border HE is primarily concerned with student as well as faculty, program and institution mobility across a border with a neighbouring country or countries (Observatory on Borderless Higher Education, 2004).

Borderless:

Borderless HE is used extensively to indicate developments which cross (or have the potential to cross) the traditional borders of HE, whether geographical or conceptual (CVCP / HEFCE, 2000c).

2.4 Elements of globalisation in higher education

As previously noted, globalisation is a wide ranging concept. This section narrows the context to that of HE and looks at the conditions necessary for globalisation and the factors used to determine the extent of globalisation within HE.

Globalisation in HE involves many activities including academic and student mobility with borderless, cross-border, transnational and off-shore activities. There is a need for a common understanding of the terms used and without reliable data it is a challenge to develop sound policy and regulations to guide this sub-sector of HE and to monitor new opportunities, risks and benefits (Knight, 2005).

According to several researchers, the main conditions necessary for globalisation in HE include:

- Economic interconnectedness among nations: international labour market
- Global ecological issues: transdisciplinarity
- Emergence of multi-cultural values: countervailing trend to ethnicity
- Emergence of digital age including autonomous space for free enquiry and multiplication of nerve endings for research
- Emergence of consumerism in public and private sectors and related features of choice, product, price, quality and rights
- Democratisation of world order: weakening of nation state, region to region connections
- International political agendas with implications for HEIs
- The knowledge industry and its manifestations
- Imitation, adaptation and diffusion of solutions to problems of different kinds
- Survival – innovation – competition mode 2
- Dynamic competition compared to static competition
- Weakening of the notion of national HE systems

(Knight, 2005; OECD, 2004; Scott, 1998).

John Douglass cites eight interconnected factors that globalists use as determiners of the paradigm shift to a globalised HE market:

1. Changing recruitment markets for students and faculty
2. International networks of academic researchers replacing national and institutional cultures
3. International collaborations between universities and with business
4. Trend toward organizational convergence
5. Computer technologies opening new markets
6. Rise of non-traditional competitors
7. Repositioning of existing institutions into new markets and mergers
8. International frameworks related to education such as Bologna and the GATS.

These 'mega-forces' all combine to produce major problems for the traditional sector of universities that will be forced into organisational change. Douglass outlines the logic of the argument thus:

- Current HE infrastructure cannot accommodate growing enrollments making more distance education necessary
- Traditional campuses are declining, for-profit institutions are growing and public and private institutions are merging
- Increasingly students are shopping for courses that meet their schedules – adding to a decline in traditional institutions
- For-profits pick the 'low hanging fruit' by offering marketable and low cost courses such as business and computer science, leaving more costly and less commercial courses to traditional HEIs
- As a result, unless the traditional HE sector more aggressively enters these markets using ICT, its financial troubles will be compounded. At the same time there are fewer resources for public HE and HE initiatives such as distance education.

Will globalisation be a major destabilising force for constructing coherent and broadly accessible HE systems? Ultimately Douglass argues that whilst globalisation remains a potent force in HE there are strong countervailing (local) forces at play (Douglass, 2005).

2.5 Government responses

Globalisation is driven increasingly by government policies and organisations including the relatively new political bodies such as the WTO and the EU, and by potential changes in international treaties on trade such as the GATS (Douglass, 2005).

Traditionally, looking beyond one's own borders in HE has been viewed as a mutual endeavour, as evidenced in student and staff exchanges and reinforced by the various government funded exchange programs. More recently, however, competition in the international market has been seen as an emerging rationale. This has also been reinforced by the debates over education being considered as a service within the GATS and North American Free Trade Association (NAFTA) agreements and the impact on trade liberalisation on HE services (Burnett, 2005; Knight, 2002b).

It is broadly accepted that contemporary governments are often driven by an economic agenda in creating HE policy (van der Wende, 1997; van der Wende, 2001). Universities are required to respond to government policy and in the context of globalisation this could lead either to cooperation or to competition, which are often considered opposing rationales. It is argued that changes in the HE policy context, including international and global developments, have brought about reforms in the HE systems in several countries (Luijten-Lub et al., 2005).

The 'HEIGLO' project aims to analyse the dynamic interaction between changing international, European and global contexts of HE. It concludes that:

- National policies support institutional policies
- There are financial incentives in international policies
- Institutional marketing policies fit national policies
- QA is an issue
- GATS developments and impacts affect HEIs

(Huisman and van der Wende, 2005).

In 2005, Anneke Luijten-Lub et al published a paper that compares the national policies for internationalisation of HE in seven Western European countries (Austria, Germany, Greece, the Netherlands, Norway, Portugal and the UK). In this comparison, the authors show that the trend suggested in previous research of increasing economical rationales for internationalisation and mainstreaming of HE still persists. In addition, the approach to internationalisation in the seven countries has broadened and is no longer mainly about student and staff mobility. They show that changes in the HE policy context, including international and global developments, have brought about reforms in the HE systems of the countries but these developments have not had a uniform impact on the HE policy and systems. They conclude that the increasing impact of internationalisation and globalisation is a challenge for the policy views and options of national governments. Other issues in need of consideration include: QA; funding; deregulation; privatisation and liberalisation (Luijten-Lub et al., 2005).

In 2004, the United Nations Educational, Scientific and Cultural Organization (UNESCO)-based International Association of Universities (IAU), the Association of Universities and Colleges Canada (AUCC), the American Council on Education (ACE) and the Council for Higher Education Accreditation (CHEA) released a draft document for consultation entitled 'Sharing Quality Higher Education Across Borders - a statement on behalf of higher education institutions worldwide'. This Observatory on Borderless Higher Education (2004) document: 'aims to create a focused dialogue among ... stakeholders worldwide which will result in an international consensus on a fair and transparent framework for managing HE across borders' to counter the fact that cross-border or transnational HE typically suffers from inadequate data, incoherent rationales and patchy QA. This acknowledges some of governments' shared concerns regarding the globalisation of HE (Observatory on Borderless Higher Education, 2004).

In 2007 the OECD acknowledged that in order to be competitive in the globalising knowledge economy, countries need to invest in their innovation systems at the national and regional levels. As countries are turning their production towards value-added segments and knowledge-intensive products and services, there is greater dependency on access to new technologies, knowledge and skills and with the parallel processes of globalisation and localisation, the local availability of knowledge and skills are becoming increasingly important. OECD countries are thus putting considerable emphasis on meeting regional development goals, by nurturing the unique assets and circumstances of each region, particularly in developing knowledge-based industries. As key sources of knowledge and innovation, HEIs can be central to this process (OECD, 2007).

Barbara Kehm and Ulrich Teichler (2007, p.260) agree with the OECD with respect to the vital role that HEIs play in the developing knowledge economy: 'On the way toward a knowledge society, increased public attention is paid to HE, the most visible sector of systematic knowledge generation, preservation and dissemination'. They also identify 'national and supranational policies as regarding the international dimension of higher education' as a broad theme evident from reviewing publications on internationalisation in HE over the past 10 years (Kehm and Teichler, 2007). This confirms the importance given by governments to the shaping of HE in their respective countries, and across national borders.

In 2008 Ministers from OECD countries met for an informal discussion on evaluating the outcomes of HE. In an opening presentation the varied and demanding expectations that society has of HEIs and systems in the 21st century and the need for OECD countries to respond was emphasised (OECD, 2008). This demonstrates the growing congruence of HE systems across the globe and the demand for a commonality of understanding across systems irrespective of their country of origin.

In considering government responses, there are two detailed publications worthy of particular discussion, carried out by the governments of Australia and England. In addition the Canadian response is particularly important in this study as it gives context to the primary research. A summary of each follows.

2.5.1 Borderless Education - Australia

In 2000 research was published in Australia, commissioned by the Department of Education, Training and Youth Affairs (DETYA), to provide market intelligence on the rapid development of corporate, virtual and for-profit universities and the implications for traditional universities. In the study, 'The Business of Borderless Education', the research team was tasked with a brief to examine the activities of corporate, virtual and for-profit institutions offering educational and training programs that could be seen to impact on the traditional non-profit university sector and to consider the implications this could have for Australian universities. The rise of corporate universities and proprietary institutions of HE had been noted as a major feature of the changing HE environment, particularly in the US. The report notes several factors driving the growth of the alternative education market in the US which are likely to be relevant to Australia:

- The globalised economy, with a growing demand for standardised products, services and technical infrastructure, and sophisticated communication systems
- The emergence of a post-industrial information age and the explosive growth and distributed nature of new knowledge
- Credit versus non-credit professional development education and training
- 'Just-in-case' education versus 'just-in-time' training.

Notwithstanding the rapid growth of online delivery among the traditional and new providers of HE, they report little evidence of successful, established virtual institutions, either as internet-based educational providers or as 'hollow' organisations which broker the programs of other educational operations. Most education providers indicate an intention to employ combinations of delivery mechanisms in the future, for example mixing face-to-face contact with online availability of programs (Cunningham et al., 2000).

While many of the factors driving the emergence of alternative HE providers in the US also affect Australia, there are some systemic differences between Australia and the US which are likely to influence the potential for new providers in Australia. These differences include:

- Demographic scale and economic size and diversity

- The existence of widespread employer-sponsored tuition subsidies in the US
- Australian HE is more regulated than in the US in matters such as the use of the university label and US HE QA and accreditation systems are diverse and poorly coordinated in comparison to those in Australia
- The industry-orientation and competency basis of the Australian vocational education and training system, which contrasts with the more autonomous and general education oriented community college system in the US
- Greater levels of experience in Australia with distance education and part-time HE students.

There is, as yet, no evidence of an imminent large-scale influx of any of new HE providers into Australia. Even Australia's international market is unlikely to be affected in the near term; both new providers and not-for-profit institutions are in the early stages of seeking international markets and are aware of the many practical obstacles involved. Further consideration of this area would benefit from research into the actual student demand for new forms of HE, to complement the widespread airing of assertions and predictions made by education and training suppliers (Cunningham et al., 2000).

2.5.2 Borderless Education - UK

In parallel with the Australian study, in the UK the Committee of Vice-Chancellors and Principals (CVCP) and the Higher Education Funding Council for England (HEFCE) carried out a similar exercise and produced a major study on the business of borderless education in the UK. The aim of the study is to alert CVCP members to the potential risks and rewards of the new borderless environment that they all face. Two key outcomes of the report are the CVCP's drive to create an 'e-University', to establish a world-class provider with global reach and an acknowledgement of the importance of QA and its management in the context of borderless education. The English study shows that there are similar issues to those articulated in the Australian study and in the US. Global issues connected to borderless higher education include:

- Institutional responses
- Current and future markets
- Legal and regulatory issues
- Institutional management
- Finance and infrastructure
- Human resource management
- QA and quality management

(CVCP / HEFCE, 2000a).

Concerns about the quality and accreditation of borderless higher education feature strongly in the thinking of UK universities and it is clear that borderless developments add significant complexity, with associated cost, to the task of quality management.

Other concerns relate to legal and regulatory issues, both internal and external, that would have to adapt for truly global competition in HE to take place.

2.5.3 Borderless Education - Canada

In 1993 Jane Knight carried out a study on internationalisation at Canadian universities on behalf of the AUCC. The context for this study is that internationalisation helps students to develop the knowledge, skills and capacity to work and live in an environment that is both local and global in nature, where employment is increasingly international or cross-cultural in scope. The results show that there are two primary reasons for internationalisation:

1. The preparation of students to be internationally knowledgeable and inter-culturally competent
2. To address, through scholarship, the increasingly interdependent nature of the world (environmentally, culturally, economically and socially).

The least important reasons cited for internationalisation are to maintain Canada's scientific and technological competitiveness and contribute to national security and peaceful relations among nations. Internationalisation is seen to be a medium (47%) or high (35%) priority for the majority of senior administrators of Canadian universities participating in the study (Knight, 1995).

In 2000 the Canadian government commissioned a study based on interviews conducted with more than 50 representatives from government, education and the private sector. It concludes that advancing Canada's agenda for international education depends on institutional thrust, government endorsement and national coordination. The report emphasises the importance of retaining a degree of independence and diversity among internationalisation initiatives, while devising means to harmonise them more effectively (Farquhar, 2001).

In 2004 the Rae Review was announced by the Ontario government to review the design and funding of Ontario's post-secondary education system and recommend innovative ways in which Canadian institutions can provide the best education to students and support Ontario's prosperity. This review, published in 2005, provided an opportunity to

articulate a vision for Ontario as a learning province and was carried out in three key stages:

1. Examining past studies and reports on post-secondary education and undertaking research and analysis of best practices in Ontario, other parts of Canada and the world
2. Listening to Ontarians' ideas about post-secondary education, including extensive consultations with the public, stakeholders and knowledgeable experts
3. Developing recommendations to government (Final Report released February 7, 2005).

Two of the 'Recommended Actions' of this study are:

1. Experience Abroad: In co-operation with the institutions and with the support of the private sector, establish an Ontario International Study Program to increase the opportunities for Ontario students to complete a portion of their studies abroad
2. International Students: Pursue marketing efforts, jointly with the sector and federal government to allow international students in Ontario to obtain off-campus work permits

(Government of Ontario, 2005a).

Thus it is clear that the Ontario government is keen to see more Ontario students able to benefit from studying abroad (while progressing to timely completion of their studies) and more international students choosing to study in Canada.

2.6 Canadian context

Canada is an ideal location for this study because it has an interesting and unique blend of European and US influence. Canada, and therefore Ontario, has a parliamentary system of government that is based on the British model dating from 1215, when King John of England signed the Magna Carta. It set the principle that a monarch cannot overrule the law. The Constitution Act, 1867 (formerly known as the British North America Act), passed by the British Parliament, created the Canadian federation, which originally comprised four provinces: Ontario, Quebec, New Brunswick and Nova Scotia. Two orders of government were established: the federal (or national) government, with its seat in Ottawa, Ontario, and the provincial governments. Provisions were made for legislative institutions modelled on those of Britain for both orders of government. Over the years, Canada has become a federation composed of ten provinces and three territories (Government of Ontario, 2005c). Canada is a federal constitutional monarchy and a parliamentary monarchy. The country is made up of ten partially self-governing provinces

and three autonomous territories. Governing power is shared between the provincial and federal levels of government (Shanahan and Jones, 2007). Canada's Constitution Act of 1982 established and recognised education, including HE, as a matter for provincial jurisdiction and control.

As this research focuses on Canadian universities, what follows is a brief overview of the Canadian context for HE.

2.6.1 Higher Education in Ontario

Canada's federal government has no direct role in shaping or coordinating post-secondary education: Canada is the only industrialised country without a federal office or department of education. In the absence of a central government agency, there is no clear mechanism for policy development. As a consequence of the constitutional division of powers, the education systems have developed within each province independently of one another, with each provincial government shaping its own education system to meet the needs of its region. Therefore different arrangements have evolved in each province and territory for the coordination of all levels of education, including post-secondary education (Shanahan and Jones, 2007).

There is therefore a complex division, of financial and other responsibilities in HE, between the federal and provincial levels of government (Gregor and Jasmin, 1992). Although the federal government has no direct role in coordinating or regulating post-secondary education, it has a powerful role in other areas of state governance that intersect with post-secondary education including: Indian affairs; national security (including crime and prisons); external affairs; economic development; the territories and any other areas of national interest. Whilst the federal government is involved with a wide range of policy areas that intersect with post-secondary education, recent changes in the role of federal government are particularly evident in four policy areas: federal-provincial transfers; skills development; research and development and student financial assistance (Shanahan and Jones, 2007). Inevitably there are conflicts of balance between provincial and federal responsibilities with federalism complicating the relationship that universities have with the government (Cameron, 1991). Despite this complexity the Canadian federal government has led a strong and well-argued anti-GATS response unlike the US which has sought to find opportunities presented by the GATS (Burnett, 2005).

As post-secondary education is a provincial/territorial responsibility, the direct funding of post-secondary education institutions and the accompanying QA mechanisms are provincial/territorial responsibilities. Each province and territory has its own system of post-secondary education institutions and there are no common or national QA policies

and programs. However, it has become apparent to jurisdictions over the last few years that it is important to have a set of consistent and coherent standards at a pan-Canadian level to facilitate mobility and transferability domestically and to increase understanding of Canada's post-secondary education institutions internationally. Ministers of Education needed a forum in which to discuss issues of mutual concern so they established the Council of Ministers for Education, Canada (CMEC) in 1967. The CMEC engages mainly with the federal government and is, interestingly, based in the provincial, not the federal, capital city: Toronto (not Ottawa). It is the national voice for education in Canada and is the mechanism through which Ministers consult and act on matters of mutual interest and the instrument through which they consult and cooperate with national education organisations and the federal government. A degree of co-ordination in HE is achieved through the CMEC but this is more a body positioned to lobby the federal government. The CMEC also has a role to represent the education interests of the provinces and territories internationally (CMEC, 2007).

In Canada the federal and provincial governments allow HEIs more autonomy than in the UK, Australia or the US. In the US there are far more private universities whilst there are few in Canada (17 in Ontario), only four in Australia and one in the UK. In Canada approximately 60% of funding for HEIs is from the provincial government (Farquhar, 2006). Over the past decade in Canada, at both levels of government the state has exerted stronger influence on post-secondary education. The federal government has used fiscal policy and its authority over the national economy to strengthen its role in post-secondary education. Provincial governments have expanded post-secondary systems and increased institutional diversity. At the same time they have developed more mechanisms for controlling and shaping the coordination of the system. This has shifted post-secondary education in Canada closer to the market in a country where it has historically been a public enterprise (Shanahan and Jones, 2007). Ontario's 18 publicly-funded and 17 privately-funded universities are shown in Tables 2-3 and 2-4 respectively.

Table 2-3 Ontario's 18 publicly-funded universities

Brock University	University of Toronto	Ryerson University
Lakehead University	University of Western Ontario	Carleton University
Nipissing University	University of Ottawa	Laurentian University
Queen's University	University of Waterloo	Wilfrid Laurier University
Trent University	University of Guelph	McMaster University
University of Windsor	York University	University of Ontario Institute for Technology (UOIT)
NB This does not include the Ontario College of Art and Design (granted degree granting status and treated as part of the university sector) and the Royal Military College (granted degree granting authority from federal government)		

(Shanahan et al., 2005).

Table 2-4 Ontario's 17 privately-funded degree-granting institutions with degree granting authority

1	Baptist Bible College Canada and Theological Seminary
2	Masters College and Seminary (formerly Eastern Pentecostal Bible College)
3	Canada Christian College and School of Graduate Theological Studies
4	Ner Israel Yeshiva College
5	Emmanuel Bible College
6	Redeemer University College
7	Faithway Baptist College
8	St. Phillips Seminary
9	Great Lakes Bible College
10	Talpiot College
11	Heritage Baptist College and Heritage Theological Seminary (formerly Central Baptist Seminary and Bible College and London Baptist Bible College)
12	Theological College of Reformed Canadian Churches
13	Institute for Advanced Judaic Studies
14	Toronto Baptist Seminary and Bible College
15	Institute for Christian Studies
16	Tyndale College and Theological Seminary (formerly Ontario Bible College)
17	Maimonides Schools for Jewish Studies

(Shanahan et al., 2005).

There is no formal HE accreditation system in Canada. Instead, membership of the AUCC, coupled with a provincial government charter, is generally deemed the equivalent. There are 92 public and private not-for-profit universities and university-degree level

colleges across Canada and all are members of the AUCC (Association of Universities and Colleges of Canada, 2007b).

As in all of the countries of North, Central and South America, the HE system in Canada is based on ideology and practices brought from Europe (Gregor and Jasmin, 1992). Although the Canadian HE system is highly decentralised it is interesting to note that the powerful traditions of the university sector have preserved a pronounced similarity between universities from province to province.

In the case of community colleges, however, provincial jurisdiction and different needs of regions have resulted in a diversity probably more pronounced than in any other country in the world (Gregor and Jasmin, 1992). In the 1990s, community colleges in Canada responded to global forces as well as to the reactions of intermediaries, such as governments, who were themselves responding to global forces. Colleges turned to the marketplace, and in Canada this means the private and the public sector, are both strongly tied to the global economy. Colleges are already lessening their focus on the community, giving way to the global at the expense of the local, yet rationalising their embrace of new structures such as international education and distance education by connecting these to local needs (Levin, 1999). In their pursuit of alternate revenue sources through international contracts and the recruitment of international students, community colleges in Canada have brought new students to their campuses and extended their institutions abroad (Levin, 2002).

2.6.2 Canada and the importance of consistency across higher education

In the context of a growing international trade in educational services in which QA standards and procedures are a major marketing theme, Canada may be at a disadvantage in attracting foreign students and exporting programs abroad due to inconsistencies across provinces and territories.

In 2004 the Advisory Committee of Deputy Ministers of Education (ACDME) established a committee to draft standards and procedures to assist provincial and territorial governments in assessing the acceptability of new degree programs and new degree-granting institutions. The framework of standards includes descriptions of the general learning outcome competencies expected of degree holders at each level, with a view to articulating threshold degree standards and enabling credentials to be mapped against one another and standards for QA reviews of sufficient rigour to generate the confidence of all stakeholders that the standards in the degree-qualifications framework and any other

standards for programs are met in practice. In 2007, all Ministers endorsed the pan-Canadian degree-level standards framework (CMEC, 2005).

In Canada, the CMEC's mandate in post-secondary education is to coordinate activities and projects that are of collective priority and interest to the provinces and territories, and where there is a value to promoting a pan-Canadian approach. Its Post-secondary Education Unit works through a collection of committees and working groups on a variety of issues. Specific areas of focus currently include:

- Credit transfer
- QA
- An online learning portal
- Adult education
- Student financial assistance
- Indirect costs of research.

The Canadian governments share the desire of students, parents, employers and post-secondary institutions to be able to understand and assess the level and quality of degrees and of new degree-granting institutions (CMEC, 2005). These issues, of concern to the Canadian governments, are similar to those being considered by governments across the developed world, with respect to HE.

2.6.3 Canada's collaborative approach

The value of developing collaborative marketing for HE across Canada has long been understood and the AUCC is the 'voice' of Canada's universities. It represents 92 Canadian public and private not-for-profit universities and university-degree level colleges and since 1911, has provided strong and effective representation in Canada and abroad. The AUCC's mandate is to facilitate the development of public policy on HE and to encourage cooperation amongst universities and governments, industry, communities and institutions in other countries. Its slogan 'speaking for Canada's universities at home and abroad' demonstrates its commitment to the global context.

In addition to this pan-Canada resource of the AUCC, universities in Canada have been setting up their own collaborative networks for distance learning, such as 'Contact North' (2007) that: '... through a unique network of Access Centres, makes it possible for you to access programs and courses from a host of Northern Ontario colleges and universities ... Using a combination of technologies, Contact North links you, the student, to the educational institution of your choice ... Access to post-secondary education has never been easier ... No matter where you live in Northern Ontario, Contact North is committed

to providing you with a quality educational experience' (Contact North, 2007). Across Canada there are several distance learning networks, like Contact North, covering different locations and whilst previously they have largely been used to support teleconferencing, videoconferencing is now used increasingly frequently. Often these networks receive private sector funding and become centres of excellence for industry. For example, Contact North has a Centre for Innovation in Learning which receives sponsorship from ADCOM, Bell Canada and IBM Canada (Lewis et al., 1998).

Commentators on the Canadian scene believe that virtual universities are going to improve and proliferate, they are not going to fade away (Farquhar, 1998a; Farquhar, 1998b) and that the future for established Canadian universities lies in partnerships with other HEIs and commercial providers, which allow the best use of resources and can reduce the duplication of efforts (CVCP / HEFCE, 2000b; Lewis et al., 1998). See 2.7.2 for a discussion on alliances and consortia in HE.

The recruitment of students from different parts of the globe has always been important to Canadian universities but this has increased significantly in importance in recent years for economic, social and cultural reasons (Association of Universities and Colleges of Canada, 2004).

Related to collaborative marketing initiatives are web sites aimed at promoting a country's HE market and the AUCC has put significant resources into providing a portal for potential students, home and international alike. The AUCC (2007) gives, as information for international students, 'eight great reasons to choose Canada':

'1. Top quality programs

Canadian universities are noted for offering the highest quality of education. A Canadian degree is recognized globally as being equivalent to degrees from the US and Commonwealth countries.

2. Diverse peoples and cultures

Canada ranks among the most multicultural nations in the world. Regardless of ethnic origin, students feel at home in our diverse communities and campuses.

3. Warm summers, cool winters

In summer, thousands of freshwater lakes and rivers hold our attention, and autumn foliage produces a stunning array of colours. Winter brings abundant opportunity to ice skate, ski and snowboard, while spring is the time to meet friends at sidewalk cafés in our numerous metropolitan cities.

4. Healthy and safe communities

According to the World Bank, Canadian cities rank among the best places in the world to live, work and study.

5. Study in English, étudier en français

Canada has two official languages: English and French. You may choose to study in either language or at a bilingual university.

6. Lower costs, higher value

Tuition and the cost of living in Canada are lower than in other countries such as Australia, England and the United States.

7. Thriving campus communities

From libraries and sports facilities to concert halls and art galleries -- Canada's campuses have it all, including student-run radio stations, newspapers and business ventures.

8. We're fully wired

Canadian universities offer some of the most advanced learning environments in the world. Here, wired residences and classrooms and on-campus Web access are now commonplace.'

(Association of Universities and Colleges of Canada, 2007a).

These are some examples of initiatives that demonstrate the importance of a collaborative approach in promoting HE in Canada.

2.6.4 Canada's scope for exporting and importing in higher education

Whilst it is difficult to quantify, Kurt Larsen et al show Canada's exporting of educational services to be worth two per cent of its overall total services exports which in 1999 had a value of \$703 million (Larsen et al., 2002). This is, of course, a significant volume of trade. See section 2.3.1 for overall data on the import and export of students.

Despite not subscribing to the GATS, Canadian universities are committed to bringing an international dimension to their teaching, research and community service not just for sound economic reasons but also in order to provide graduates with a global perspective, international knowledge and cross-cultural skills. Many of their activities contribute to this goal, such as recruiting international students, supporting study abroad, participating in overseas development projects and engaging in international research collaboration.

Canada's fear, concerning the GATS, is not one of individual institutions moving into its territory but one of wholesale private corporations buying up universities and turning them into commercial, for-profit organisations such as the US's University of Phoenix. The University of Phoenix, which was founded in 1976 and accredited in 1978, has over 250,000 students in 231 campuses and learning centres across the US and offshore, including 2 already in Canada. It is the US's largest university and some consider it to be one of the most entrepreneurial (University of Phoenix, 2007). In its own words (2002): 'The University of Phoenix is a different kind of university, whose time has come' (University of Phoenix, 2002).

Canada is falling behind other countries in terms of support for international education. Currently, Canada sends less than one per cent of university students abroad for study and spends far less than other OECD countries on key federal international exchange and scholarship programs. Research shows that lack of funding is the primary barrier to Canadian students going abroad. Other countries also have a coordinated national strategy for international student recruitment in recognition of the academic and economic benefits that international students bring to campuses and local communities. Among the issues facing universities are: establishing a federal grants program for study abroad; promoting Canadian universities as a destination of choice for international students and implementing efficient immigration policies and practices; raising awareness of the contribution of Canadian and Southern universities to Canada's development assistance program and minimizing the impact of international trade pacts such as the GATS on the public HE system (Association of Universities and Colleges of Canada, 2004). Barriers to trading abroad do not appear to be a major problem for Canadian universities exporting education services. The barriers identified are more related to a lack of recognition of academic qualifications and concerns over quality (Association of Universities and Colleges of Canada, 2001).

2.7 Institutional responses

It is now useful to consider how HEIs may respond to the opportunities presented by globalisation. This section discusses some of the models developed to conceptualise institutional responses and it then articulates several common responses.

2.7.1 Some models for institutional responses

Hans de Wit edited a comparative study of strategies for internationalisation of higher education in Australia, Canada, Europe and the US (de Wit, 1995). With several colleagues, he focused on the development of strategies by HEIs for greater

internationalisation and reformulation of the missions of teaching, research and service. His report summarises the conceptual and regional aspects of strategies of internationalisation resulting from workshops and discussions held at a 1994 seminar, focusing on experiences in the United States, Europe, Canada and Australia. It also reviews the institutional policy contexts for international education in the US and considers effects of external and internal factors on the strategies of American HEIs toward internationalisation. It examines ways in which European institutions are accommodating the growing demand for a greater international view and it reports on a 1993 survey of 89 Canadian institutions concerning their efforts toward greater internationalisation. Finally, it summarises Australian efforts in terms of activities which involve students, academic staff, HEIs and national organisations or governmental units. Overall, de Wit elaborates on the issues, defines several useful conceptual frameworks and presents several models for internationalisation strategies.

Included in a chapter co-written by Jane Knight and Hans de Wit, there is a section outlining the development of several models for internationalisation strategies. The authors choose to use five models that demonstrate a range of possible strategies. The first model by Neave presents a paradigmatic model for servicing and administering international cooperation (Neave, 1992). Davies' model gives more emphasis to the organisational strategies as a starting point (Davies, 1992). The third model, by Van Dijk and Meijer, is an attempt to refine Davies' model of organisational strategies (Van Dijk and Meijer, 1994). The fourth model, developed by Rudzki, has a more programmatic approach to strategies, trying to provide a framework for assessing levels of international activity within institutions (Rudzki, 1995). Finally, an alternative view is considered that depicts internationalisation as a continuous cycle. This is one of the earliest attempts to conceptualise internationalisation of HE and is therefore a key reference and has become a benchmark for other studies (de Wit, 1995). A summary of each of the models follows.

2.7.1.1 Neave's model

Neave, using case studies at a global level written for UNESCO, develops two paradigmatic models (1992, pp.166-169), one 'leadership driven' and one 'base unit driven'. The first model has as its essential feature a lack of formal connection below the level of the central administration while the second model sees such central administrative units mainly as service-oriented to activities coming from below. Neave also casts them as 'managerial rational' versus 'academic consensual' models. He sees the two models as 'opposite ends of a species of continuum' in which 'structures administering international cooperation which mould around one paradigm may in certain specific conditions, move towards the opposite end of the continuum'. Neave stresses that 'the administrative structures of international cooperation (should be) continually provisional'.

He combines the leadership and base unit model for administration in a matrix with 'definitional' and 'elaborative' scopes of institutional strategy. In Neave's paradigmatic approach, the generally used simple distinction between 'centralised' and 'decentralised' models of internationalisation is implicit, although he adds the dimension of change to his matrix (Neave, 1992). The following three developmental models move away from this approach based on distinguishing between centralisation and decentralisation.

2.7.1.2 Davies' model

Davies develops an organisation model, described by Knight and de Wit (1995, p.23) with a strongly prescriptive aspect: 'a university espousing internationalisation should have clear statements of where it stands in this respect, since mission should inform planning processes and agendas, and resource allocation criteria; serving as a rallying standard internally; and indicate to external constituencies a basic and stable set of beliefs and values' (Knight and de Wit, 1995).

Davies presents a matrix according to which an institution can have:

- A central-systematic strategy, where there is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. The international mission is explicit and followed through with specific policies and supporting procedures
- An ad hoc-central strategy, where a high level of activity may take place throughout the institution but it is not based on clear concepts and has an ad hoc character
- A systematic-marginal strategy, which implies that the activities are limited but well organised and based on clear decisions
- An ad hoc-marginal strategy, where little activity takes place and it is not based on clear decisions.

Davies' model has been used as a basis for further attempts to give structure to the organisational aspects of strategies for the internationalisation of HE (Knight and de Wit, 1995). This is discussed further in 2.8.1.

2.7.1.3 Van Dijk and Meijer's model

This model was developed from an analysis of internationalisation of Dutch HE and it extends Davies' model by introducing three dimensions of internationalisation: policy (the importance attached to internationalisation aims), support (the type of support for internationalisation activities) and implementation (method of implementation). In Van Dijk

and Meijer's view a policy can be marginal or priority; the support can be one-sided or interactive and the implementation can be ad hoc or systematic (Van Dijk and Meijer, 1994). The model formed in this way is a cube with eight cells as shown in Table 2-5.

Table 2-5 Van Dijk and Meijer's Cube

Cell	Policy	Support	Implementation
1	marginal	one-sided	ad hoc
2	marginal	one-sided	systematic
3	marginal	interactive	ad hoc
4	marginal	Interactive	systematic
5	priority	one-sided	ad hoc
6	priority	one-sided	systematic
7	priority	Interactive	ad hoc
8	priority	interactive	systematic

Knight and de Wit (1995, pp. 23-24) argue that this developmental model is an extension of Davies' model which 'only considers the design (structural/ad hoc) of the organisational dimension and not the way it is managed (at central level/within faculties [peripheral] or interactive)'. This model makes it possible to distinguish different processes of development within an institution. They mention, in particular, three routes through which it is possible to achieve internationalisation as a real priority for an institution:

- Route 1-2-6-8, indicating a thoughtful approach and a well structured organisational culture, defined by them as 'slow starters'
- Route 1-5-6-8, indicating a strong international commitment and an organised institutional culture, defined as 'organised leaders'
- Route 1-5-7-8, indicating a quick response to external developments, a great variety of activities at different levels and much commitment which is only at a later stage organised in a more systematic way, defined as 'entrepreneurial institutions'.

Van Dijk and Meijer conclude that seven out of ten Dutch institutions can be placed in cells 7 or 8 which implies that they give high priority in their policy to internationalisation and that support in the institution is well spread on all levels. In most of their cases (5.5 out of 10) the implementation is not yet systematic but still ad hoc (de Wit, 1995).

2.7.1.4 Rudzki's model

Rudzki notes that the growth of international activities within HEIs takes place in a number of different ways ranging from the ad hoc (reactive) to the strategic (proactive). His paper draws on his earlier (1993) empirical study of UK Business Schools in order to identify the key elements within any process of internationalisation and to provide a framework for assessing levels of international activity within institutions. Rudzki develops a model that identifies four key dimensions of internationalisation: student mobility; staff development; curriculum innovation and organisational change. It points to the importance of activities that cut across these dimensions (Rudzki, 1995). Rudzki usefully adds to Davies' scheme by outlining and contrasting reactive and proactive modes of internationalisation. Each of these modes is characterised by stages as follows:

Reactive mode

- Stage 1: *contact* – academic staff engage in contacts with colleagues in other countries; curriculum development; limited mobility; links lack clear formulation of purpose and duration
- Stage 2: *formalisation* – some links are formalised with institutional agreements; resources may or may not be made available
- Stage 3: *central control* – growth in activity and response by management who seek to gain control of activities
- Stage 4: *conflict* – organisational conflict between staff and management leads to withdrawing of goodwill by staff; possible decline in activity and disenchantment
- Stage 5: *maturity or decline* – possible to have a more coherent *i.e.* proactive, approach.

Proactive mode

- Stage 1: *analysis* – strategic analysis of short-, mid- and long-term objectives and rationales; staff training and consultation; internal audits, SWOT analysis, cost-benefit analysis
- Stage 2: *choice* – Strategic Plan and policy drawn up on basis of broad consultation and networking; performance measures defined; resources allocated
- Stage 3: *implementation*
- Stage 4: *review* – assessment of performance against policy and plan
- Stage 5: *redefinition of objectives/plan/policy* – process of continual improvement and issues of quality this entails; return to Stage 1.

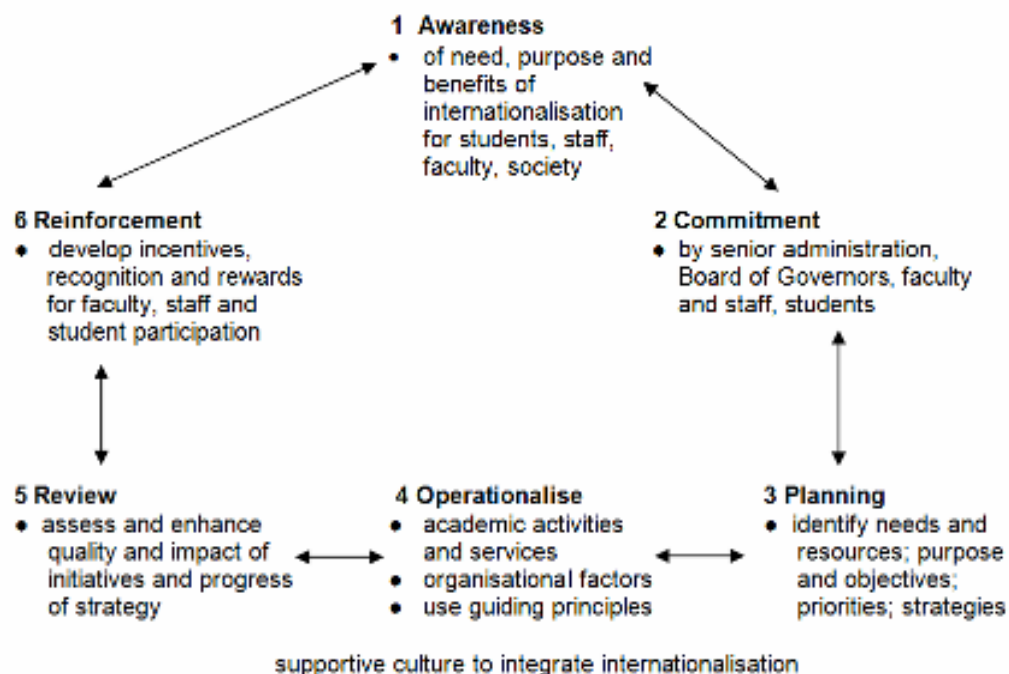
Rudzki comes to the conclusion that there is a wide spectrum of activity ranging from those strategically positioned on a global stage to those who have taken the strategic decision not to engage internationally. He also concludes that internationalisation is being driven by financial imperatives and incentives, in the form of UK and EC funding.

In de Wit's synopsis he stresses that although these models are useful tools one must be careful not to be too eager to strive for a model approach to internationalisation of HE. These models are not the new paradigm for strategies of internationalisation (de Wit, 1995).

2.7.1.5 Internationalisation as a Continuous Cycle

An alternative view is to consider the process of internationalisation as a continuous cycle, not a linear or static process, as proposed in Jane Knight's Internationalisation Cycle: From Innovation to Institutionalisation (Figure 2-1). The six steps or phases in the cycle are: awareness; commitment; planning; operationalising; reviewing and reinforcing all within a supportive culture (Knight, 1994). An institution would move through the steps at its own pace. Whilst there is a sequence to the phases it is also important to acknowledge the two-way flow that will occur between different steps.

Figure 2-1 Internationalisation Cycle



(Knight, 1994).

In this cyclical process reinforcement and reward lead to renewed awareness and commitment. A renewed and broader base of commitment leads to further planning processes. This usually stimulates changes to existing programs or policies and the

development and implementation of new activities and services. A continuous support, monitoring and review system attempts to improve quality and involves incentives, recognition and rewards (Knight, 1994).

These five different models of internationalisation serve to demonstrate some conceptual perspectives on strategies for internationalisation in HE and help to articulate how universities develop internationalisation strategies.

2.7.2 Alliances and consortia

Alliances and consortia can help universities strengthen and develop various aspects of their work, including their responses to globalisation, which would not be possible singularly. The growth of competition in HE within countries, between countries and on a global scale is an important factor in contemporary HE. This is partly related to the development of new markets; the opportunities of new technologies; the potential for capturing global or sub-global markets and the threat from global players operating on the world stage. This offers universities alternative strategies in terms of competing, collaborating, consolidating - or quitting - in a range of different markets. Alliances of various kinds are a major means of meeting these challenges (Davies, 2001b). For example, alliances and consortia can facilitate mechanisms for joint programs, student exchanges, student mobility and joint research that all may lead to activities on a global scale. Their formation in HE has been noted by scholars, but has often simply been taken for granted. Only a few have addressed what alliances imply for organisational structures and action. For sure, alliances allow institutions to carry out activities that were (highly probably) not feasible as a stand alone. But at the same time, being embedded in networks limits organisational action as well and it can be hypothesised that the stronger the ties in the networks, the more limited individual actions are (Huisman, 2007).

Throughout the 1990s the traditional international associations of universities, such as the Association of Commonwealth Universities (ACU) and the IAU, have been complemented by a new wave of smaller, more homogeneous groupings such as Universitas 21 and the League of World Universities (LWU). These newer alliances, or consortia, have a variety of origins and purposes and have shown varying degrees of success and usefulness. They facilitate a collaborative approach to the opportunities presented by globalisation.

David Teather describes the significance of the planned expansion of HE in the late 1980s and early 1990s in Australia and in England. The ending of the binary system at this time was designed to unify the national system of HE. The overall aim of government policy

was to produce a more highly skilled and adaptable labour force, capable of continuing to learn throughout working life (Teather, 2004).

Ron Barnett and Svava Bjarnason argue that the British government recognised that HE could be used as a vehicle to improve the UK economy. They describe some of the changes needed in HE that could be achieved by the removal of the binary system. These include:

1. Increasing the orientation to the world of work – transferable skills became more important and students were encouraged to work whilst studying
2. Reducing the autonomy of academics – an attempt was made to re-structure the work of academics
3. Changing the epistemology of knowledge – mode 2 knowledge was created and ways of knowing the world pragmatically are now included in the curriculum of higher education
4. Providing greater value for money – the government is demanding more accountability for higher education expenditure
5. Incorporating the language and concepts of business into higher education – it is no longer necessary to have a distinguished academic at the helm of a university but a skilled general manager is required

(Barnett and Bjarnason, 1999).

These changes show how HE was evolving in the 1990s and many governments across the world pursued similar agendas, often in direct response to economic pressures and often aided by advice from international bodies such as the OECD, IMF and World Bank. This growth and diversification of HE, known as massification, was accompanied by government demands for research output relevant to military capability and economic objectives.

These considerable changes to HE in the late 1980s and early 1990s were also part of the adjustment to globalisation. The increasingly porous nature of national boundaries under the influence of globalisation was having profound effects on universities. They had rapidly expanding potential markets for teaching, research, consultancy and other scholarly activity. At the same time, universities were more exposed to competition from both traditional and other (new) types of universities.

Thus universities need to be more business-like in their approach to managing themselves. University education is becoming a global business. Where airlines and other global businesses have gone, universities will follow. In a globalising environment there is no place to hide from international comparisons and in such a volatile, uncertain, high-risk environment it is obvious why university leaders seek the counsel of their peers

through international alliances and consortia. Some networks exist primarily for information exchange though others achieve far more (Teather, 2004). International competitiveness is increasingly realised through international cooperation with other HEIs, such as partnerships, alliances and consortia (Welle-Strand, 2002).

2.7.3 Structures and systems

In Jane Knight's 1995 study, she reviews some major themes explored by a 1993 study of internationalisation carried out by the AUCC across all Canadian HEIs. A high percentage of respondents acknowledge that their university mission statement refers to the international dimension of their university and the strategic planning exercise includes international elements. In only half of the institutions have there been a systematic review of policies to assess internationalisation activities. The existence of policy statements for international activities is generally low as is the development of internationalisation policies at the department, faculty and college levels (Knight, 1995).

In the English CVCP study, institutions indicate that discussions on issues related to borderless HE are taking place at senior levels. The globalisation of HE is acknowledged as having significant impact that institutions must address. It acknowledges that undertakings must fit within institutional mission (and not simply react to market forces) and that new structures and processes are required as is a shift in perception (CVCP / HEFCE, 2000a).

In order for universities to deliver effective responses to the opportunities presented by globalisation they need to ensure that they have appropriate structures and systems in place. As these systems develop there will be implications across the teaching, research and service functions and certain program strategies will become evident. These four categories of program strategies are identified by Jane Knight and Hans de Wit in their 1995 study, as activities related to:

- education
- research
- technical assistance and development cooperation
- extracurricular activities and institutional services

(de Wit, 2002).

Subsequently they are changed to:

- academic programs

- research and scholarly collaboration
- external relations and services
- extracurricular activities

(Knight and de Wit, 1999).

De Wit (2002, p.122) argues that the change from ‘technical assistance and development cooperation’ to ‘external relations and services’ is due to the change of orientation from ‘aid’ to ‘trade’ (de Wit, 2002). An overview of program-strategy categories and related examples is given in Table 2-6.

2.7.4 Organisational factors

Jane Knight also identifies the commitment and support of senior administration, Board of Governors and the faculty as the most critical factors facilitating the internationalisation process. The existence of an International Office with experienced personnel to support international efforts, plus adequate funding and external support, are other primary factors. Of secondary importance are policy statements, communication channels, fundraising efforts and public relations. The controversial issues include the degree of centralisation or decentralisation of management structures for internationalisation, academic freedom and interdisciplinary work (Knight, 1995).

2.7.5 Leadership

The people/positions that are perceived to play the most vital role in the promotion and implementation of internationalisation in order of priority are: the President; International Liaison Officer; Vice-President Academic; Deans and faculty members (Knight, 1995). Robin Middlehurst also argues that achieving the changes required, and fulfilling the opportunities presented, in contemporary HE requires effective leadership at many levels (Middlehurst, 1997).

A university President who is genuinely, globally-orientated is quite different from one who is locally-orientated and their effect on their institution will also be quite different. A President who has globalisation as a top priority may not be present at their institution often as they are frequently engaged in overseas activities instead of being a player in the local community.

See 2.8.2.1 for a discussion on the role of leadership in higher education generally and strategic planning in particular.

Table 2-6 An Overview of Program Strategies Evident in Internationalisation of an Institution of Higher Education

Academic programs	Research and scholarly collaboration
<p>A. Student-oriented programs Student mobility schemes Student exchange programs International students Work-internship-study abroad Study visits</p> <p>B. Staff-oriented programs Faculty-staff mobility programs for teaching Visiting lecturers-staff for teaching Joint and double appointments for teaching</p> <p>C. Curriculum development programs Internationalization of the curriculum Foreign language study Local language and culture training Area and international thematic studies Teaching-learning process Joint and double degree programs Summer programs and universities</p>	<p>A. PhD-oriented programs International PhD students PhD student mobility</p> <p>B. Staff-oriented programs Faculty-staff mobility programs for research Visiting lecturers-staff for research Joint and double appointments for research</p> <p>C. Research development programs International research projects International research agreements International conferences and seminars International publishing and citation Area and international theme centres Joint research centres</p>
Technical assistance	Extracurricular activities
<p>A. Student-oriented programs Student scholarship programs (South-North) Student-oriented training programs (North-South)</p> <p>B. Staff- oriented programs Staff training scholarship programs (South-North) Staff-oriented training programs (North-South)</p> <p>C. Curriculum-oriented programs Institution-building programs Curriculum-development programs</p> <p>Export of Knowledge (inward)</p> <ul style="list-style-type: none"> Recruitment of international students for economic reasons Development of special profit-based courses and programs for international students Development of postgraduate training programs for the international market <p>Transnational education (outward)</p> <ul style="list-style-type: none"> Offshore programs and campuses Distance education programs Twinning programs Branch campuses Franchise arrangements Articulation programs Virtual, electronic or internet programs and institutions 	<ul style="list-style-type: none"> Student clubs and associations International and intercultural events Community-based projects and activities, intercultural and international International alumni programs

(de Wit, 2002).

2.8 The context in universities

Having set out the different conceptualisations of globalisation, the relationships between globalisation, glonacalisation and internationalisation and having addressed elements of globalisation, government responses, the Canadian context and institutional responses, it is clear that culture and strategic planning are essential factors in universities. These

phenomena are evident in each of the models and therefore what follows is a discussion of how culture may impact responses to globalisation and the role that strategic planning, and leadership, may play.

2.8.1 Culture

Culture, as a concept, provides one particular point of departure for defining globalisation (Beerkens, 2003) and as such it is helpful to consider the various cultural identities found in universities as a means to start understanding institutional responses to globalisation. The culture of an organisation is pervasive, permeating all of its activities. It has a profound impact on how it operates, what it achieves and how those who work in the organisation feel. Culture is hard to describe and is often simplified to mean 'the way things happen around here'. Culture is the underlying or latent assumptions, values and philosophies that help explain why things happen the way they do in an organisation (Jones et al., 1991).

Geert Hofstede identifies three manifestations of culture that are visible through the following practices:

- Rituals (defined as collective activities that are technically unnecessary)
- Heroes (defined as people who possess characteristics that are highly prized) and
- Symbols (defined as words, gestures, pictures and objects that carry meanings recognised as such by those who share the culture)

(Hofstede, 2001).

Hofstede (2003) does not believe that culture is always a positive thing and is quoted as saying: 'Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster' (Hofstede, 2003). He believes that culture is about how one expects people to behave. It sets boundaries to what people's drives and personalities would have them do. Each society has different attitudes towards five big issues of social life:

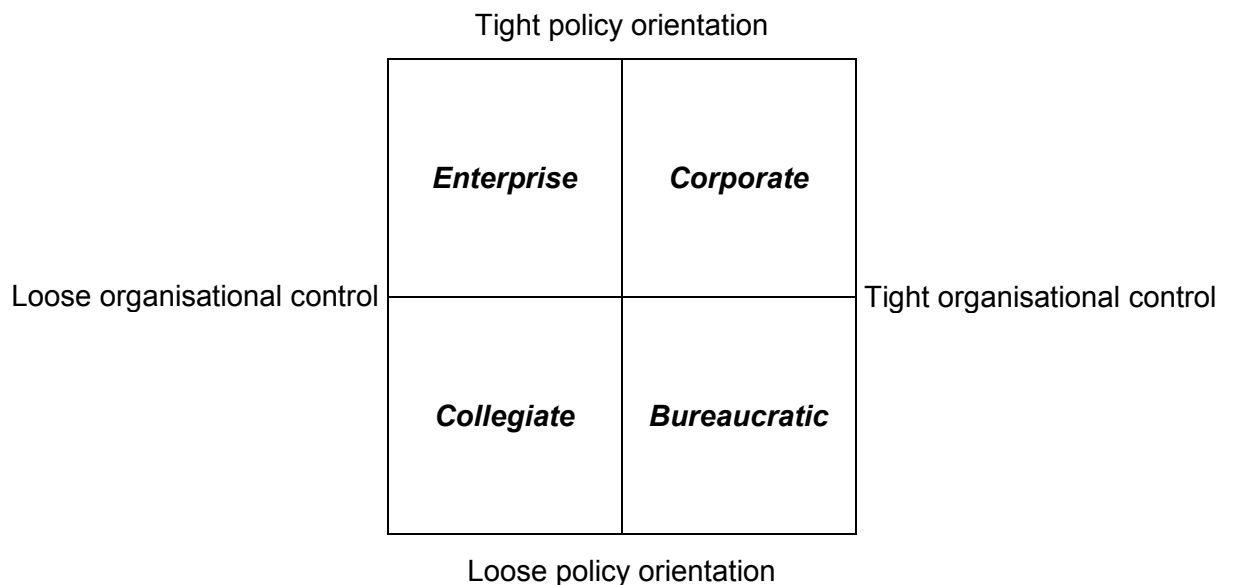
- Collective versus individual identity
- Hierarchy
- Aggression and gender roles
- Otherness and the unknown
- Short-term versus long-term gratification of needs (CHAOS)

(Hofstede et al., 2002).

There are many dimensions to organisational culture and Ian McNay developed a useful model based on two dimensions: the extent to which a university has loose versus tight operational controls and the relative emphasis on policy and strategy. McNay's model yields four quadrants (Figure 2-2) and the cultural types identified can be described as:

- **Enterprise** – tight policy and loose operational control, emphasis on the marketplace, attention to external opportunities and relationships with stakeholders; the key word is client
- **Corporate** – tight policy and tight operational control, dominant senior management; the executive exerts authority
- **Collegiate** – loose policy and loose operational control, decentralised organisation with emphasis on individual freedom; the key word is freedom
- **Bureaucratic** – loose policy and tight operational control, emphasis on rules, regulations and precedents; regulation becomes important.

Figure 2-2 Organisational Culture



All four cultural types co-exist, in different balances, in most universities (McNay, 1995). As culture is a dynamic concept, its evolution is both interesting and important. In the past, universities tended to have a low corporate identity and presence with a tendency to be non-interventionist in most areas of university life. The culture was highly individualistic and very respectful of individual autonomy which often meant isolation, defensiveness and a denial of the need for overarching strategies. It was predominantly kind, non-threatening and safe and there may have been a reluctance to confront problems which could have been mistaken as a sort of consensus. Regulations dominated non-academic matters and the institution's goals were ambiguous and often

imprecise. These dominant norms are those of a collegiate and bureaucratic culture (Davies, 2001c).

Several factors have meant that the collegiate/bureaucratic cultures, dominant in many universities in the past, have tended to be destabilised and universities' cultures have become much more entrepreneurial and corporate. Factors causing this shift in cultural characteristics include:

Reductions in public funding

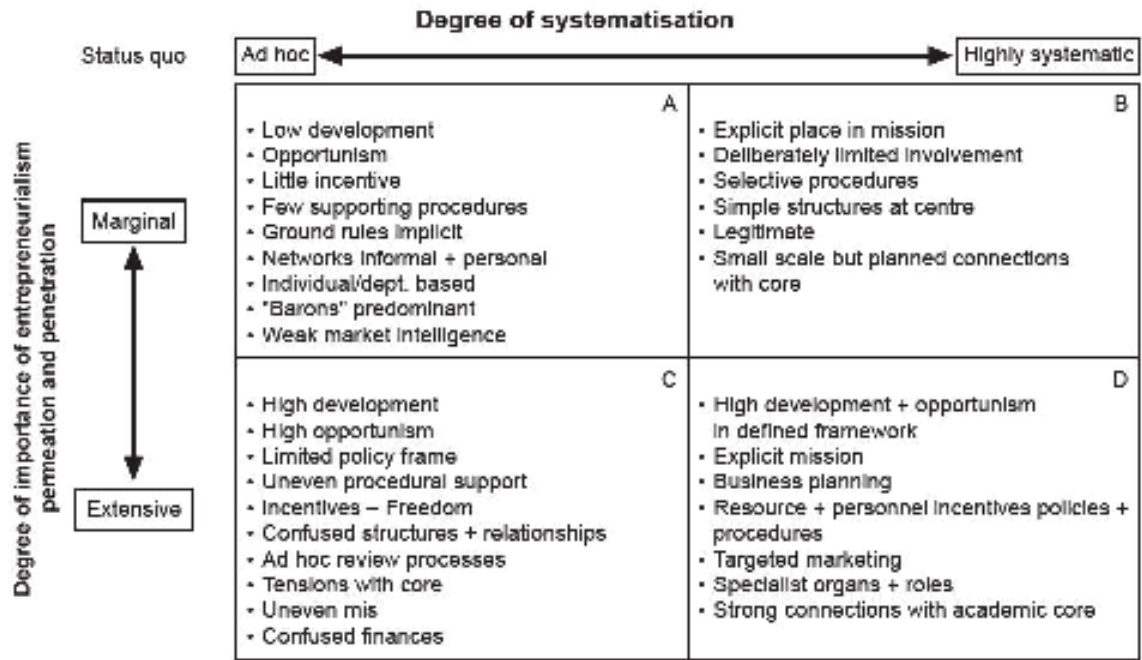
- Pressure on universities to develop applied research
- The drive for lifelong learning
- Globalisation of higher education and the opportunities of the information/knowledge society

(Duderstadt, 2000; Scott, 1998).

In a more entrepreneurial culture there is usually an acceptance of the need for university level strategic thinking to set policy framework. There is the belief that decisions are best made quickly and openly and the culture will generally tend to be marked by more open communication and frankness, a collective ability to admit weakness and act accordingly, a preparedness to confront problems and to be accountable, academically and financially. The main difference between an entrepreneurial and a corporate university is that entrepreneurialism is also about fiscal consciousness: the ability of the university to exploit opportunities commercially and to generate surpluses which may be used to invest in further development or meet deficits incurred by government financial reductions, declining enrollments or other academic business (Davies, 2001c).

Assuming that an institution is attempting to move itself into an entrepreneurial mode, it is pertinent to consider how this occurs, as shown in Figure 2-3, with two dominant axes: degree of systemisation (from ad hoc to highly systematic) and degree of importance of entrepreneurialisation permeation and penetration (from marginal to extensive).

Figure 2-3 Means and Styles of Development of Entrepreneurial Cultures



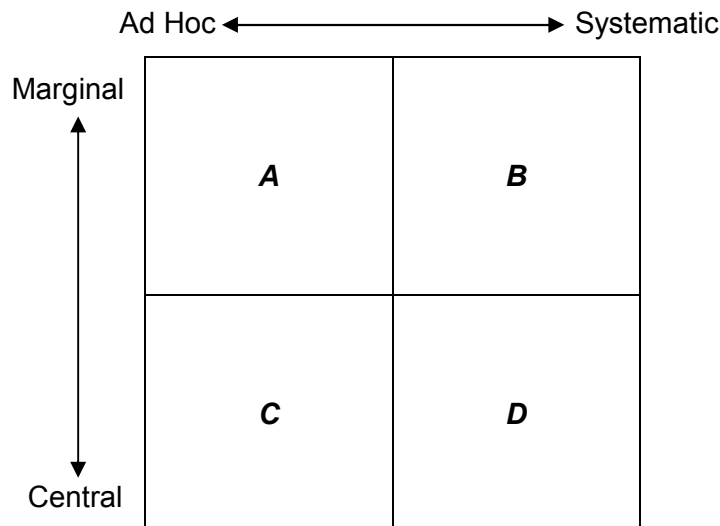
It is usually possible to analyse an institution and locate its current position in one or other of the four quadrants:

- A: Ad hoc – Marginal: low development and relatively unsystematic
- B: Systematic – Marginal: relatively low level of development but explicitly and carefully supported
- C: Ad hoc – Extensive: considerable development but rather disorganised
- D: Systematic – Extensive: considerable development that is well and explicitly supported and organised

(Davies, 2001c).

As it is recognised that an entrepreneurial culture facilitates the development of institutional internationalisation, it is helpful to also consider Davies' matrix for determining the approach of universities to internationalisation (Figure 2-4) (Davies, 1995). Figures 2-3 and 2-4 are similar in concept and can be used interchangeably to determine a university's approach to internationalisation.

Figure 2-4 Institutionalization of Approaches to Internationalization of Universities



According to Davies, there are certain properties of internationalisation strategies in higher education which can be quantified and a university can usually be described as fitting in one or other of the four quadrants:

- A: Ad hoc – Marginal: little activity takes place and is not based on clear decisions.
- B: Systematic – Marginal: the activities are limited but well organised and based on clear decisions.
- C: Ad hoc – Central: a high level of activity may take place throughout the institution but it is not based on clear concepts and it has an ad hoc character.
- D: Systematic - Central: there is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. The international mission is explicit and followed through with specific policies and supporting procedures

(Davies, 1995).

It is interesting also to consider where the power lies in each of these culture types as well as what the styles, characteristics and methods of working in each type of culture are. Commonly, universities start off with a collegiate culture and develop to embrace other cultures, especially enterprising or corporate (Marginson and Considine, 2000). This is evidenced by the current proliferation of senior management positions and the relative de-emphasis on the collegial decision making processes at countless universities. To many, especially academics, the new corporate culture is seen as an antithesis to traditional academic values (Giroux, 2002).

It is now almost a requirement for survival for HEIs to be entrepreneurial in their development and to take opportunities that in the past may have been perceived as on the

periphery of appropriateness. This has led to a plethora of activities, projects and services being delivered in universities that are no longer solely concerned with research, teaching and learning per se. Burton Clark, in his book 'The Entrepreneurial University' acknowledges that universities are pushed and pulled by demand overload as various stakeholders, make their demands. Clark argues that the academic heartland must be protected at all costs to allow for future healthy universities (Clark, 1998).

Culture has a significant role in how universities respond and those whose dominant cultures are bureaucratic or collegial will find it harder to respond positively to the globalising market forces, whereas a university with an entrepreneurial or corporate culture will do this with relative ease (Davies, 2001c).

A further factor is that HE, which has not traditionally been considered as a commodity or an item for general consumption, will be liberalised through the GATS (along with many other services) and transformed into a global service powered by the developed economies of neo-liberal, westernised countries. Free-market, capitalist, evangelists have declared that globalisation will lead to higher living standards throughout the world and will promote economic development and the alleviation of poverty. The liberalisation of trade in services will unlock significant welfare gains and cost reductions, they say, that benefit producers and consumers alike worldwide (Robertson, 2003). Some argue that the GATS is unnecessary for HE as liberalisation is already underway and on track due to the emergence and development of entrepreneurial universities. The theory of entrepreneurial universities leads organically to further developed globalisation of HE that relates directly to market needs and sustainability. Free trade in HE is already happening as some universities are evolving to become more and more entrepreneurial. If the market forces that are already contributing to this globalisation of HE are allowed to continue then the result will be more free trade in HE that has been shaped according to market needs and what can be sustained (Burnett, 2005).

Organisational culture can be transmitted across universities in many different ways, for example through leadership statements, mission statements and strategic plans. These are considered good business practice and it is expected that universities have them (Mouritsen, 1986).

2.8.2 Strategic planning

It is now accepted that strategic planning is an essential part of all business operations. Formalised strategic planning grew out of the budget exercises in America in the 1950s and it spread rapidly. By the mid-1960s and throughout the 1970s, strategic planning (in

many forms) was occurring in most large corporations and even the US federal government used a Planning-Programming-Budgeting System (PPBS) during this time (Minzberg, 1994).

To consider strategic planning in universities it is first necessary to define the purposes of HE. Ronald Barnett (1988, p.108) argues that there are four intrinsic purposes which all HEIs must fulfill:

1. A concern with the development of each student's autonomy, self-critical abilities and academic competence
2. The institution as a self-determining institution, taking corporate responsibility for the maintenance of its own standards and its future development: here the internal life would promote a self-critical and a self-learning academic community
3. An institution in which the life of research is important in the sense of 'a culture of critical discourse', or a systematic critical enquiry on the part of individual members of staff
4. A concern to make this form of higher education - essentially one of critical inquiry – available to all who can benefit from it and who wish to have access to it.

An institution must be able to demonstrate that these concerns are built into its internal processes. They are the general conditions of what it means to be an institution of higher education (Barnett, 1988).

It is acknowledged that the purposes of universities vary considerably and that the type and extent of research is often a characteristic of universities that distinguishes them within the HE sector.

A widely used definition of strategy, given by BNET (2008) is: 'a course of action, including the specification of resources required, to achieve a specific objective'. The term was originally used in the context of warfare to describe the overall planning of a campaign as opposed to tactics, which enable the achievement of specific short-term objectives. The overall strategy of an organization is known as corporate strategy, but strategy may also be developed for any aspect of an organisation's activities such as environmental management or manufacturing strategy (BNET, 2008). Lockwood and Davies (1985, p. 167) define institutional planning as: '... the continuous and collective exercise of foresight in the integrated process of taking informed decisions for the future' (Lockwood and Davies, 1985b).

In simple terms, universities' strategic plans usually indicate:

- Where a university wants to go and what it wants to be - aims and values
- What they are doing right now - audit and analysis e.g. SWOT
- How will they get there - action plans and development activities.

Strategic planning in universities is done for varied reasons including:

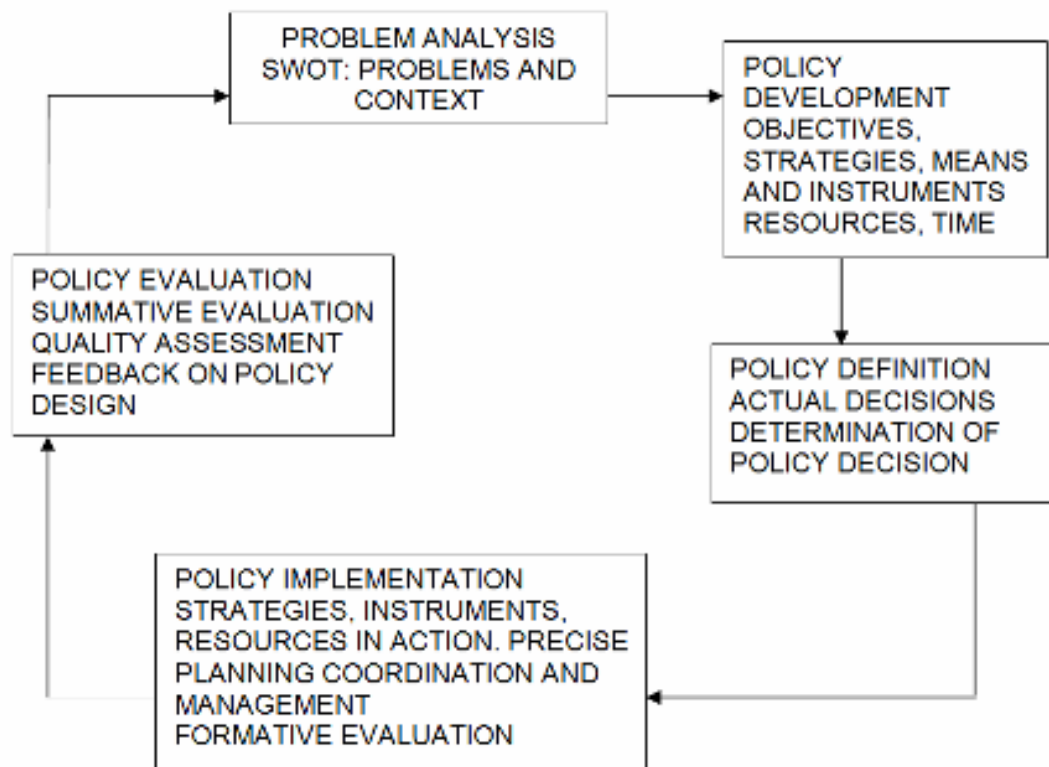
- It is a requirement of their funder(s)
- To assist with internal communication: understanding; framework; participation; identity; corporate; buy-in
- To attempt to control the future
- To determine resource allocation
- To provide a statement of priorities
- For external stakeholders
- To increase accountability.

Strategic plans need to include vision and be living, evolving documents with stated time horizons. In order to respond to opportunities and threats universities need to have planning structures which are:

- Cost effective
- Timely: fit with opportunity, environment etc
- Participatory - opportunity for contributions
- Managed
- Transparent
- Delivered with confidence / trust.

Strategic planning, like any policy development process, is a cyclical process as shown in Figure 2-5.

Figure 2-5 The Policy Cycle



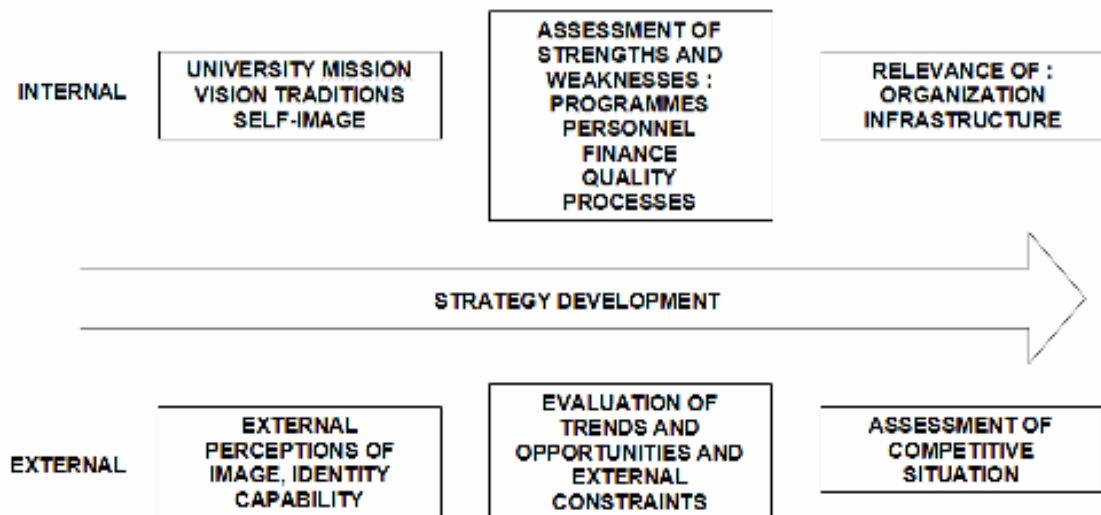
Whilst some may argue that strategic plans are just paper exercises, for many they are valid, and very important, documents that assist in determining the future direction for an institution and indicate a route to get there. They can be instruments of change and transformation that provide incentives to the university community who have ownership of, and involvement in, the process. As long as strategic plans are realistic, they can drive attainable development and stretch universities to deliver impressive achievements. They can tackle real problems and assist in monitoring and review processes. If, however, a Strategic Plan is mainly rhetoric, it can become just a wish list that is not connected to reality. If it is produced at a senior level without interaction, perhaps for external consumption, it will be unconnected with other functions and will bear few consequences for the university.

If a university is serious about its strategic planning, it ought to be evident at Faculty and Department level with units being required to address how they will deliver the university's mission with reference to their setting and their specific priorities which are set on discussion with senior management.

Considering that globalisation is having a major impact on HE across the world, it would be reasonable to expect this to be addressed within universities' strategic plans.

There are certain elements in the development of university strategy towards globalisation that are considered good practice. As strategy is developed in universities it is likely that certain internal and external factors will influence it. Figure 2-6 shows a model of strategy development that captures important elements of the process.

Figure 2-6 Elements in the Development of University Strategy Towards Globalisation and Internationalisation



(Keller, 1983).

This model demonstrates some of the complexities involved in strategic planning and shows the need for institutional clarity in purpose and plan. There is a great potential for institutional self delusion should strategy not be developed in a coherent manner, as illustrated in Figure 2-6. In terms of organisation infrastructure and its relevance in developing globalisation activities, there are concerns over:

- Development and operational costs related to infrastructure and technical development
- Robustness and relevance of current support systems and administration
- Over-extension/over-trading
- Human resources with new tasks to be undertaken often in different settings
- Personnel policy including issues of expertise, contracts, recognition, incentives, development time and cultural transformation.

When planning for developing activities, subjects or areas, a planning matrix can be used to assess and demonstrate the various options for a university. This can assist in undertaking the required planning and investment decisions and whilst it is not necessarily an easy exercise it is a valuable one.

Figure 2-7 Possible Planning/Diagnostic Matrix

		B LIKELY VALUE OF SUBJECT/SERVICE STRENGTHS IN BORDERLESS MARKET PLACE		
		HIGH	MEDIUM	LOW
A INSTITUTIONAL SUBJECT/ SERVICE STRENGTHS	HIGH	EXPLOITATION	SELECTIVE EXPLOITATION	DEVELOPMENT
	MEDIUM	SELECTIVE EXPLOITATION	DEVELOPMENT	FOCUS ON CONTINUING EXISTING WORK
	LOW	DEVELOPMENT	FOCUS ON CONTINUING EXISTING WORK	RENEWAL/ IMPROVE EXISTING WORK

(CVCP / HEFCE, 2000a).

Using a planning matrix will enable a university to decide how to target areas for development. For example, should a university seek to recruit overseas student into its most successful programs or into those with low numbers? Of course, this depends on several factors but it is often easier to quantify by using a planning matrix. The columns in this model enable an institution to match their own subject strengths with the likely potential value in the borderless higher education market, whatever form the delivery takes. It is self evident that value only exists in certain markets and using this matrix requires institutions to identify which specific markets they are currently in or wish to enter. The rows enable an institution to quantify its subject and/or service strengths which can be defined by many factors including:

- Quality assessment outcomes
- Research assessment exercises
- Market position of subject
- Quality of student intake
- Research income
- Quality of staff
- Graduate employment
- Reputation and brand value
- Track record and experience of markets
- Style of 'doing business'
- Financial factors
- Ability to work collaboratively
- Infrastructural and system expertise
- Staffing services delivery strength

(CVCP / HEFCE, 2000a).

2.8.2.1 Leadership within strategic planning

An intrinsic part of strategic planning is ensuring that the planned outcomes are delivered. Both developing the plan and ensuring its delivery, of course, require good leadership. Also, if any major borderless development is to succeed in HE, effective leadership, alongside the identification of credible and respected 'product champions' will be needed (CVCP / HEFCE, 2000c). It is therefore appropriate now to briefly discuss the concept of leadership in HE in order to appreciate its role in strategic planning.

The various definitions of leadership have a common theme indicating that a leader has the ability to influence a group of individuals towards the achievement of a particular goal (Davies et al., 2001). This is confirmed by Bryman (1992, p.2) who states that leadership is 'a process of social influence whereby a leader (or group of leaders) steers members of a group towards a goal' (Bryman, 1992) although more recently attention has been given to wider aspects of leadership as a social function, particularly in the context of organisational and individual change (Middlehurst, 1997; Middlehurst, 1993).

Robin Middlehurst explores the concept and practice of leadership within academic institutions and seeks to identify whether the concept of leadership is appropriate and useful for non-profit, professional organisations such as universities. She identifies six facets of leadership:

- Providing a vision / direction for others to subscribe to and follow
- Taking charge to legitimate exerting influence on others
- Having initiative from initiation to completion
- Ensuring distance: leaders are set apart from others and have followers
- Style: there are many different styles and patterns of leadership
- Practising moral and ethical connotations that relate to the symbolic aspects of leadership

(Middlehurst, 1993).

She identifies certain characteristics that appear to be common in successful leaders (such as: confidence; creativity; persistence; integrity and persuasiveness) before going on to identify particular actions that are linked to leadership (such as supportive behaviour; emphasis on achieving high quality outcomes; facilitating group and individual tasks as well as group relations and interactions).

Middlehurst asserts that the shape of leadership changes according to a number of factors: the culture and organisational setting in which leadership is located; the historical

era in which leadership is exercised and the prevailing economic, social or technological circumstances of that period. This relates to studies of 'new leadership' which focus on leadership as a process of social influence. It is concerned with different kinds of power and the ways in which leadership is linked to values, beliefs and attitudes.

She argues that leadership viewed through a subjective lens leads to different assumptions and in this context leadership may reside elsewhere than in the leader. For example it may lie in the minds of beholders or in the systems or norms of a group. Interpretive or subjective notions concentrate on the ways in which leadership is socially-constructed by the mutual interactions and interpretations of leaders and their constituents. Among subjectivists there is less certainty that leadership makes a material difference to group outcomes. A comparison of objective and subjective perspectives reveals further complexities to leadership. Middlehurst concludes that realising the full potential requires leadership that is brave enough to stand and be counted, yet wise enough to listen and learn (Middlehurst, 1993).

Middlehurst suggests that the leaders and managers in universities have to address both the structural and cultural inhibitors of change. These inhibitors can include: excessive hierarchy and over-heavy bureaucracy; the comfort of ingrained routines; strong vertical command structures and weak lateral and bottom up communication; unbalanced and non-integrated authority across professional domains; conservatism and risk aversion; territoriality; defensiveness and insecurity as well as wilfulness. Counteracting these requires individual and collective will, courage, energy, creativity and determination combined with strong organisational and management skills, experience and expertise. Changing internal structures and roles may be necessary but is far from sufficient for achieving change in universities. For successful change to be implemented there needs to be an integration of structure with strategy, systems and processes. Due to universities being places where ideas and values are deeply integrated with structures, functions, roles and cultures, change processes must address the socio-emotional and symbolic aspects of institutional life as well as the instrumental aspects of the business. Whilst Middlehurst does not consider the particular role of leadership in driving change per se, she acknowledges it as being of critical importance (Middlehurst, 2004).

2.9 Conclusion – what can be taken from this review into the empirical study?

The literature review is designed to provide an insight in to a range of research that adds context to the objectives of this research which are outlined in Chapter 1. The review demonstrates the complexity of terminology and conceptualisations that are associated with globalisation. It shows the absolute need for clarity of definitions and concepts prior to their application. It reveals that there is only a small amount of literature on glonacalisation as it is an emerging field.

The case study universities in this study are used to determine whether there is a blurring of concepts from an institutional perspective, and whether universities differentiate conceptually between the challenges and opportunities of internationalisation and globalisation as found in the literature (Huisman and van der Wende, 2005). This potential lack of conceptual understanding at the institutional level is worthy of exploration.

Rikowski's (2002, pp.4-5) fourth dimension of globalisation that: 'the value that labour is required to add: value is created from labour which is then embedded in a commodity' is also worthy of special consideration within the case studies as this 'value added by labour' is of particular import in universities where individual professors are often the catalyst for innovations (Rikowski, 2002).

It will be interesting to consider Douglass' argument with the case study findings. Douglass asks if globalisation could be a major destabilising force for constructing coherent and broadly accessible HE systems. Ultimately Douglass argues that whilst globalisation remains a potent force in HE there are strong countervailing (local) forces at play (Douglass, 2005).

The review also demonstrates the conditions necessary for globalisation in HE and the factors used to determine the extent of globalisation within HE. It shows that government responses to globalisation have significant impact on HEIs and there are several similarities in government responses across developed countries.

It sets out the context for Canadian HE which is based on ideology and practices brought from Europe. It describes the challenges brought with a two tier (federal and provincial) government that has led to the development of thirteen different HE policies, one for each province and territory in Canada. This makes it a significant challenge to market Canadian HE across the world. It is clear that the Ontario government is keen to see more Ontario students able to benefit from studying abroad (while progressing to timely completion of their studies) and more international students choosing to study in Canada.

It will be interesting to see if either of these goals is evident at the case study universities in this study.

The recruitment of students from different parts of the globe has always been important to Canadian universities but this has increased significantly in importance in recent years for economic, social and cultural reasons (Association of Universities and Colleges of Canada, 2004). This thesis, therefore, explores globalisation in the context of HE, with a particular emphasis on global student recruitment and its part in the response to opportunities presented by globalisation shown by four case study universities in Ontario. Despite not subscribing to the GATS, Canadian universities are committed to bringing an international dimension to their teaching, research and community service not just for sound economic reasons but also in order to provide graduates with a global perspective, international knowledge and cross-cultural skills. Many of their activities contribute to this goal, such as supporting study abroad, recruiting international students, participating in overseas development projects and engaging in international research collaboration. These elements are all explored within the case studies.

As globalisation is a complex and multifaceted phenomenon, global student recruitment is used in this study as the anchor point for researching the case study universities' responses to globalisation. This is not a study concerned solely with internationalisation, of which global student recruitment is a key part, but it has been used as a spring board for broader discussion at the case study universities.

The review shows that there are several models that can be used for identifying strategies used by institutions to develop their international activities. From the literature it is clear that this is not an 'objective science' and there may be elements from several models that are applicable to an institution. No single model could adequately describe the particular features of all the activities in a complex internationalisation strategy. The models provide useful pointers but cannot be adhered to with strict rigidity.

Finally the review addresses the context in universities and looks at the relevance of culture and strategic planning in particular, when considering how institutions respond to the opportunities presented by globalisation. It is clear that both of these concepts are hugely influential, as is that of leadership within the institution. The case studies explore the institutional culture at the case study universities with a view to understanding why the universities have responded in the way that they have. It is interesting to note who the case study universities consider to be their competitors and whether any of the case study institutions mention their involvement in alliances or consortia.

Considering that globalisation is having a major impact on HE across the world, it is reasonable for this to be addressed within institutional strategic plans. Should it be absent in any of the case study universities, that would be an indicator of its lack of importance to that university.

Having discussed various conceptual frameworks within the literature review, they are then used, where appropriate, as templates to identify the characteristics of the case study universities and to propose potential areas for their development.

2.10 The Research Questions

The literature helps to define the right research questions for this empirical study. It establishes the research that has been previously conducted and leads to refined, insightful questions about the problem.

Research questions help to determine the purpose for the research and a firm focus is required to which reference can be made over the course of study of this complex area.

As is evident from the literature, this research phenomenon, globalisation, is intricately connected to political, social, historical and personal issues, providing wide ranging possibilities for questions and adding complexity to the options of approaches to take. There is further complexity in the internal context which varies across institutions and individuals and mediates between the external drivers and institutional responses. It is therefore important that this research attempts to quantify the internal context for each contributor so that the context can be interpreted with the data that is collected.

Careful definition of the research questions at the start, pinpoints where to look for evidence and helps determine the methods of analysis to use in the study. The literature review, definition of the purpose and early determination of the potential audience for the final report guide how the study is designed, conducted, and publicly reported (Soy, 1997).

The research questions grew not only from the literature but also from the author's observations of the varying priorities of different universities when considering globalisation and a particular interest in probing how these relate to institutional culture, mission and strategy. Having reviewed the literature, it is considered necessary to hone the research questions in terms of the scope of this study. Statements of scope are therefore now given in parentheses after each question.

Consequently the primary research questions are:

1. How do the case study universities respond to the challenges and opportunities of globalisation? (in terms of the scope of their activities and the targeted countries of origin of international students)
2. What factors have determined and affected these responses? (in terms of internal and external drivers from the interviewees' perspectives)

More specific research questions are:

3. How does organisational culture influence the university's response to globalisation? (in terms of the interviewees' conceptualisations of culture and the scope of activities at the institution)
4. What is the role of strategic planning in the determination and delivery of institutional responses? (from the perspectives of the interviewees and the institution)
5. How are institutional strategies that respond to globalisation defined and implemented? (from the perspectives of the interviewees and the institution)
6. How do local, regional, national and global issues balance with each other in institutional responses? (from the perspective of the interviewees)
7. What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions? (in terms of the scope of activities carried out)
8. How might the strategies that respond to globalisation be adjusted for the future? (in terms of the scope of activities carried out).

Having included within this chapter discussions on the definitions and concepts of globalisation and glocalisation, reviewed globalisation in the context of HE, outlined some elements of globalisation in HE, explored government responses, described the Canadian context, outlined institutional responses and the context in universities and described how the research questions were framed, Chapter 3 goes on to describe the research methods used to gather the primary data collected for this thesis. The conceptual frameworks discussed in this chapter help to underpin the primary research that follows.

Chapter 3 Research Methods

This chapter explains the research design and methodology which underpin the empirical research in this thesis. It starts by looking at issues of substance including the research issue and problem and the context for the research, which is grounded in Ontario. It then articulates the issues of the research design, which start with the research questions, defined at the end of the literature review (Chapter 2), before moving on to address the research design used in this study. The chapter then explains the methods used to collect the data and how it was analysed and interpreted. Finally the chapter describes how ethics and confidentiality were addressed and indicates some limitations of the study.

It is hoped that this will provide clarity of the methodology used such that it could be replicated. It is also hoped this provides useful context prior to articulating the research findings in Chapter 4 and the discussion and recommendations in Chapter 5.

3.1 Issues of Substance

3.1.1 The Research Issue: globalisation and its impact on some Higher Education Institutions in Ontario

The broad area of this research is globalisation and its impact on some HEIs in Ontario. The purpose of this research is to make sense of how globalisation has influenced and is influencing, policy and strategy development and practice in some universities in Ontario.

The intention of this research is to make sense of highly complex situations derived from changing and shifting global phenomena. Consequently the study needs to use ways of simplifying and managing data without diluting its complexity or context. The issue of globalisation and its impact on HE in Ontario, is multifaceted and more is gleaned from a qualitative and interpretive approach. It is qualitative in nature as there is complex unstructured data from which new understandings might be derived. The research explores the meaning and fundamental nature of globalisation of HE and investigates how the universities studied have responded to the opportunities presented by globalisation and how their policies and practices reflect this.

3.1.2 The Research Problem: to what extent have HEIs in Ontario developed strategies in response to globalisation?

To narrow the question of impact of globalisation on HE, this study focuses on exploring policy, strategy and practice responses in each university studied. This is a legitimate

way of framing the research area and ensuring that the research data is manageable and it is done by using a case study approach in the research. Within Ontario, four universities were selected that were likely to have interesting and varied institutional strategies due to their different responses to the opportunities presented by globalisation. This research is not trying to capture data about all universities in Ontario and neither is it trying to produce data that can be extrapolated to make predictions about universities in general, either in Ontario or in Canada.

3.2 Issues of Design

3.2.1 The Research Questions

The research questions are articulated in 1.4 and are described in more detail in 2.10. Preliminary versions of these questions were derived from the early stages of the literature review and they provided the framework for initial interviews that were carried out in London in November 2005 and in Ontario in January 2006. The questions were refined as expert opinion was considered and further literature reviewed. The answers to these questions cover the issue effectively.

In planning the research it was important to ensure that an appropriate method was used for each issue explored. Consequently the planning matrix shown in Table 3-1 was used.

Table 3-1 The Planning Matrix Used to Match Issues to Methods of Data Collection

Issue to be explored	Methods
Responses to the challenges and opportunities of globalisation	National policy context Documentation from institution Interviews
Factors determining and affecting responses	National policy context Documentation from institution Interviews
Organisational culture influencing the university's response to globalisation	Interviews Literature on culture
Role of strategic planning in institutional responses	Interviews Documentation from institution
Definition and implementation of strategies responding to globalisation	Interviews Documentation from institution
Local, regional, national and global issues reinforcing each other in institutional responses	National policy context Interviews Documentation from institution
What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions?	Interviews Documentation from institution
How might the strategies that respond to globalisation be adjusted for the future?	Interviews Documentation from institution

3.2.2 The Research Design

This research was designed using a qualitative approach in order to produce answers and insights into the research questions.

3.2.2.1 Issues of Warrant

Issues of warrant are used to show the link between the claim (that globalisation was affecting universities in Ontario) and the data collected to support it. The warrant is that the data gathered from the documentary research and the case study interviews is evidence that there has been institutional change, at the universities studied, in the context of globalisation. There are both quantitative data (e.g. number of international students, incentives for international staff, government policy for visas etc.) and qualitative data (e.g. discursive terms used by interviewees describing the global approach at their university) to contribute to the warrant.

Qualitative research helps make sense of the world in a particular way. It is expanding and developing at an extraordinary rate partly due to the increased use of technology in its methods and partly due to an acceptance that in some areas of study qualitative research is the only way to understand, account for and conceptualise certain things. Quantitative research is often 'preferred' to qualitative research due to qualitative research's non-repeatability. The highly quantitative 'random double-blind' medically based research model is considered to be the most rigorous research method available. Advocates of qualitative research recognise that there is nothing morally or methodologically superior about qualitative approaches to research (Morse and Richards, 2002). It is now acknowledged that both qualitative and quantitative research methods have their place, strengths and purposes. The research questions in this study could not be adequately answered using quantitative methods as they are too open and the context is too complex.

It is important to note that qualitative research methods must be challenging, demanding and rigorous if they are to lead to conclusions that are defensible and useful. In qualitative research there is a paradox between the opposing requirements of the simultaneous pursuit of complexity and the production of clarity (Morse and Richards, 2002).

In qualitative research, the research questions, data creation/collection and analysis are so intrinsically linked that it is unwise to plan one without considering the others. The research topic first needs to be located before refining it, having reviewed the literature

qualitatively, into the research questions that will lead to methodology being more easily defined. Good qualitative research is consistent: the question goes with the method, which fits data collection, data handling, and analysis techniques (Morse and Richards, 2002).

The purpose of the research helped to shape the data sources and analysis strategies that were most appropriate to ensure that the data and its complexities were preserved. Whilst planning the research, the researcher also ensured congruence in the plan so that the research worked toward answers to the questions. Principled pragmatism is knowing what questions to ask, of whom and how: it was a useful principle in this qualitative research.

A common feature of qualitative research projects is that they aim to create understanding from data as the analysis proceeds. It is extremely important to remember that freedom from a pre-emptive research design should never be seen as release from a requirement to have a research design (Morse and Richards, 2002). The issues of warrant were all addressed in this research.

3.2.2.2 Methodological Congruence

As in all research, it was important to ensure that there was a fit between the research problem and the questions, a fit between the questions and the methods, and a fit among the method, the data and the means of data handling. All of these components must mesh to make the best possible sense that responds to the research questions.

This research adopted an interpretive approach to try and make sense of what was happening in each of the case studies, using their language and insight. This means that the questions, or parts of them, may have remained implicit in order not to try to oversimplify the problem (Morse and Richards, 2002).

3.2.2.3 Choice of approaches to design the research

The study adopted what John Creswell calls a pragmatic, fit-for-purpose research strategy – a strategy that is not committed to a particular methodology but is multi-model (Creswell, 2003). Creswell (2003, p.6) describes pragmatism as ‘a concern with applications – “what works” – and solutions to problems’. He argues that the problem is most important, not the method, and that researchers should use all approaches to understand the problem. This study used a mixed-methods approach that was consistent with the pragmatic strategy favoured by Creswell. It was, however, more situated to the qualitative than the quantitative end of the continuum as the quantitative aspects were very much in the

minority and were used primarily to give context and a framework within which to analyse the case study universities.

The empirical research was divided into three stages. Stage one used a quantitative approach to determine the policy context for HE in Ontario and Canada. Stage two used a quantitative approach to determine certain aspects of each of the case study universities such as their age, size, mission, strategic priorities etc. The third, and most important stage, adopted a qualitative, multiple case study approach in order to achieve a depth of understanding to establish the case study university's institutional strategies and practices in response to globalisation. This allowed for issues to be probed and conclusions to be drawn in a way that would not have been possible using a quantitative approach.

3.3 Methods

3.3.1 Selection and justification of methods

3.3.1.1 Documentary research approach

Documentary research provided a foundation and framework of understanding from which detailed, empirical research was used to explore the phenomena at the centre of this study. It was crucial for the author to have an understanding of the context and issues in HE in Ontario in order to frame the right research questions.

The decision to include documents as a supplementary data source broadened the evidence base for the research and allowed for triangulation of points made during interviews.

Publicly available documents such as web sites, annual reports and strategic plans provided a useful starting point. Some of the case study institutions were more forthcoming than others, both on their websites and face-to-face, but all of them had an institutional Strategic Plan available in the public domain.

3.3.1.2 Case study approach

Comparative case studies were chosen to form the majority of the empirical research in this study in an attempt to understand how particular universities in Ontario understood globalisation and were responding/had responded to it. This choice was made despite case studies being one of the most challenging of all social science endeavors (Yin, 2002). Each of the universities in this research was a 'case' and was therefore one unit of

analysis. Multiple (comparative) case design has increased in frequency in recent years and is often considered more compelling with the overall study being regarded as being more robust (Herriott and Firestone, 1983). It was decided to study four universities as this allowed a reasonable breadth of comparison in this study.

Case studies can be used to understand a complex issue and can extend experience or add strength to what is already known through previous research, hence their appropriateness in the context of this study.

Case studies emphasise detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. The case study research method has been described as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 2002). This approach was entirely appropriate for this area of study.

Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool but researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues and problems (Soy, 1997). This research does not aim to develop generalities from the findings but is concerned with capturing particular institutional responses hence it is an appropriate method.

Case studies are complex because they generally involve multiple sources of data, may include multiple cases within a study and produce large amounts of data for analysis. Researchers from many disciplines use the case study method to build upon theory, to produce new theory, to dispute or challenge theory, to explain a situation, to provide a basis to apply solutions to situations, to explore or to describe an object or phenomenon. The advantages of the case study method are its applicability to real-life, contemporary, human situations and its public accessibility through written reports. Case study results relate directly to everyday experience and facilitate an understanding of complex real-life situations.

Case study research, as with other methods, requires careful planning in order to ensure

that useful, reliable data is created. Every detail of these case studies was therefore planned prior to their execution.

3.3.1.2.1 Limitations of case studies

As with all research methods, case study research has its weaknesses which include:

1. Little or no control over the research subject (this is also one of the reasons for choosing this research approach, as it allows for a study of the phenomenon in its context)
2. A small number of cases runs the risk of an indeterminate research design, because of more inferences than observations. To prevent this, as many observations as possible should be made
3. The selection of cases being representative for a larger field is problematic, especially in single case studies. A comparative case study research approach, which has more than one case, is therefore preferred over the single case study, with careful selection of the cases.

3.3.1.2.2 Reasons for choosing a case study approach

With the limitations in mind, a comparative case study approach, with each HEI being a separate case, was chosen for this study for many reasons.

The research problem (responses of some universities in Ontario to globalisation) is a dynamic, contemporary phenomenon. It is a process that is evolving over time and over which researchers have no control. Coupled with this, is the complexity of HEIs and the problematic concept that is globalisation. For all these reasons case studies were considered to be the best approach. The main research questions are to do with how HEIs have responded and this type of question lends itself to case studies. Finally, by way of justifying the case study approach, the real life context of HEIs is not only dynamic but also complex and the case study approach permits the investigation of a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident. Thus the case study approach was deemed the most suitable for this study.

3.3.1.2.3 Selection of cases

There are many ways to select cases, depending on the research purpose and constraints such as budget and time. The selection of cases and participants in this research was directed by the emerging analysis and the theory being developed from data was

subsequently modified by data collected from subsequent participants. The scope of any study is never just a question of 'how many?' but must also include: 'who?'; 'where?'; 'which settings?'; 'what ways?'; 'by whom?'; 'for how long?'; 'what can be asked?'; 'what can be answered?' and 'is it feasible?'

In scoping this project, it was important to remain responsive and allow the research shape to emerge as data was collected and analysed. This required several strategies for collecting the data.

In this research, four primarily undergraduate universities in Ontario were selected from which to interview key individuals in each to capture their perceptions of globalisation and its impact on their area of work in the university. The following experts agreed to contribute to the research and to help determine the universities to be case studies:

1. Dr Svava Bjarnason, Formerly Director of Research and Strategy, Association of Commonwealth Universities, London and Director of the Observatory of Borderless Higher Education
2. Dr Robin Farquhar, Professor and Former President, Carleton University, Ottawa
3. Pari Johnston, Director of International Relations, Association of Universities and Colleges of Canada (AUCC), Ottawa
4. Jim Fox, President of the Canadian Bureau for International Education (CBIE), Canada's only organization dedicated exclusively to international education
5. Dr Jane Knight, adjunct Professor at the Comparative, International, Development Education Centre, Ontario Institute for Studies in Education, University of Toronto.

It was important in this research, that the case studies were drawn from one particular type of Ontario university, not one that was representative of Ontario as a whole. Randomisation was therefore not considered an appropriate method of case study selection. If randomisation was used the study would have run the risk of missing important cases.

Each expert gave their opinion on which, of the seven primarily undergraduate, universities in Ontario should be selected as cases in this study. Due to funding, time and human resource constraints, the selection was limited to one province in Canada - Ontario. Ontario was chosen as this was where the author was based. The experts were asked to select primarily undergraduate universities with 'interesting' approaches to globalisation and institutional distinctiveness in this area in order that a range of responses to globalisation would be captured. Lakehead University was a given as this

was where the author was employed. The President of Lakehead was also asked for his opinion on which three other universities would be appropriate to study, to show a range of responses and approaches to globalisation, along with the experts who had previously been interviewed. Each suggested three universities in addition to Lakehead and gave reasons for their choices, as shown in Table 3-2.

Table 3-2 Suggested Case Study Choices from the Experts and Lakehead University President

	1 st choice	2 nd choice	3 rd choice
Dr Fred Gilbert (Lakehead President)	Trent typical liberal arts with some outreach	Brock rapidly growing, many demands	Laurentian President active in WUSC Francophone and Anglophone linkages
Dr Robin Farquhar	Brock large with much research	Nipissing addressing globalisation issues – new President	Trent has an international focus
Jim Fox	Trent has always been very global	Nipissing newest and somewhat remote in rural Ontario -has had globally oriented leadership likely trying to catch up	Brock probably in the middle and also representative of the southern Ontario region
Dr Svava Bjarnason	Brock participated in ACU/CUSAC benchmarking program in internationalisation and therefore they have put a fair amount of thought into their position	Laurentian as a Francophone institution	
Pari Johnson	On maternity leave		
Jane Knight*	Trent reworking their Internationalisation Strategy		
*As Pari Johnson was unavailable, Jane Knight, Associate Professor at the University of Toronto's Ontario Institute for Studies in Education, was included.			

Therefore, ranked in order of selection, with the number of 'votes' in parentheses, the case study universities were:

1. Trent (4)
2. Brock (4)
3. Laurentian (2)
4. Nipissing (2)
5. Ryerson (1)
6. Wilfred Laurier (0).

Having considered where the universities were located in Ontario, and with a view to getting the widest geographical spread, the resultant case study university selections, in order of priority, were:

1. Lakehead
2. Brock
3. Trent

4. Laurentian
5. Nipissing
6. Ryerson
7. Wilfrid Laurier.

This selection covers a range of locations across Ontario, disciplines and sizes of primarily undergraduate universities. It takes into account several (control/background) variables to prevent bias in selection and to ensure the research aims will be achieved.

The final case study selection was:

1. Lakehead
2. Brock
3. Trent
4. Nipissing.

Laurentian University declined to be part of the study hence Nipissing University was approached instead and agreed to be included. Laurentian stated that they had '*a lot on*' and would therefore decline being a part of this study due to time constraints and the fear that their staff were already feeling over-burdened. It is interesting to note that Laurentian and Lakehead were in direct competition in southern Ontario and this could have been a contributory factor in their decision not to be part of this study.

Figure 3-1 shows the various locations of the case study universities in Ontario indicating their relative locations, proximity to the US and to Toronto which is in the southeast of Ontario.

Figure 3-1 Map Showing Locations of Case Study Universities in Ontario



3.3.2 Data collection and analysis

3.3.2.1 Documentary research

Sources of documentary information were used to gauge the federal and provincial position on HE in Ontario. Several government and other websites were used to glean policy and positional information. Sources referenced in research papers were also utilised as were resources from online searches through various electronic databases and search engines.

The author took guidance on locating useful documentary information from experts who were interviewed between October 2005 and January 2006, to gain insight and context during the design phase of this research. These experts were: Dr Svava Bjarnason; Dr Robin Farquhar; Jim Fox and Pari Johnston (see 3.3.1.2.3).

The interviews with the experts were specifically planned to help shape the design of the research. Each expert previously agreed to participate in this research and received a briefing note in advance of the meeting (Appendix 1). During the interviews the expert was encouraged to shape the discussion according to their interpretation on the briefing note. All interviews were audio-taped and the information gleaned was used to help shape the research design.

From these interviews it was clear that the two-tiered government in Canada made it very difficult for there to be a strategic approach to the opportunities presented by globalisation to universities.

Sources of information reviewed included:

- Alliance for International Higher Education Policy Studies (<http://steinhardt.nyu.edu/iesp.olde/aiheps>)
- Association of Commonwealth Universities (www.acu.ac.uk)
- Association of Universities and Colleges of Canada (www.aucc.ca)
- Canadian Bureau for International Education (www.cbie.ca)
- Canadian Council on Learning (www.ccl-cca.ca)
- Canadian Federation for the Humanities and Social Sciences (www.fedcan.ca)
- Canadian Information Centre for International Credentials (<http://www.cicic.ca>)
- Commonwealth Universities Online Database Service (www.acu.ac.uk/cudos)
- Council of Canadians (www.canadians.org)
- Council of Ministers of Education, Canada (www.cmec.ca)
- Council of Ontario Universities (www.cou.on.ca)
- Council of the Federation (www.councilofthefederation.ca)
- Department of Foreign Affairs and International Trade (www.dfait-maeci.gc.ca)
- Global Alliance for Transnational Education (www.edugate.org)
- Government of Ontario (www.gov.on.ca)
- Ministry of Training, Colleges and Universities (www.edu.gov.on.ca)
- Observatory on Borderless Higher Education (www.obhe.ac.uk)
- Ontario Institute for Studies in Education - the University of Toronto (www.oise.utoronto.ca)
- Ontario's Post Secondary Review (www.raereview.on.ca)
- Organisation for Economic Co-operation and Development (www.oecd.org)
- Web sites of universities in Ontario.

Data organisation and analysis in this research were managed using qualitative analysis software called NVivo, which is designed for qualitative researchers who need to combine

coding with qualitative linking, shaping, searching and modelling. It is ideal for those working with complex data wanting to carry out in-depth analysis (QSR International, 2005).

Critical Discourse Analysis (CDA), which is an interdisciplinary approach to the study of texts, could have been used to analyse the case study interviews. Norman Fairclough argues (1995, p.20) that this method views 'language as a form of social practice' (Fairclough N, 1995; Fairclough N, 2001) and he articulates (1995, p.2) a three-dimensional framework for studying discourse: '... where the aim is to map three separate forms of analysis onto one another: analysis of (spoken or written) language texts, analysis of discourse practice (processes of text production, distribution and consumption) and analysis of discursive events as instances of sociocultural practice' (Fairclough N, 1995). It was decided not to use this methodology as the study could have become hijacked by the detail of the language used and therefore by linguistics.

3.3.2.2 Case study research

In each of the case study universities several methods of data collection were combined to help increase the reliability of the research and to allow triangulation. NVivo was a vital tool to allow information from documents and interviews to be brought together.

Firstly the President at each university was asked for their consent for the study to be carried out. After Presidential approval was granted, the ethical clearance procedure in each case study university was followed until that approval was received. The President was also asked whether the name of their university could be used in this thesis and without exception, each President granted their consent for this.

Documentation for each of the case studies was then collected to gain an insight into each institution and the strategies and policies in place. Sources of this information included: strategic plans; management and academic structure charts; annual reports; internationalisation policy documents; websites etc. These documents were the first types of units of observation for each of the case studies.

Secondly, once the documentary research was carried out, the individuals most appropriate for the semi-structured interviews were selected. At each of the case study universities the following individuals were selected to interview:

- President / Vice-President (individual with responsibility for global initiatives including of students) – this person was identified by the President and was asked to name the subsequent interviewees

- International Office Director/Chairperson
- Director of Admissions
- Director of Student Services
- The Dean of a Faculty with a predominantly local perspective
- The Dean of a Faculty with significant global students.

It is important to note that job titles varied between institutions and the President determined the first person on the list who was then required to identify which individual at their university held the post deemed closest to each of those in the remainder of the list.

The people with these roles were chosen to interview as they were closest to the focus of this thesis. It was hoped that in their institutions these individuals knew most about what the institution was doing and planning, with respect to globalisation. In order to 'problematise' the issues and pay attention to the dynamics and interactions that come with responses to globalisation a Dean without a global perspective was included. With this selection, it was hoped to tease out why this individual was less active and how they coped with the potential pressures to internationalise. There are many such people in each institution. Interviews with these individuals facilitated an understanding and triangulation of the institution's strategic responses to globalisation. Six individuals at each university were planned to be included as this enabled breadth as well as depth to the study.

Through semi-structured interviews it was possible to gain an understanding of this complex issue and interviewees were more easily able to share their stories and enable the researcher to triangulate information found in documentary evidence. Interviews allowed an appropriately open approach to this area of study. The combination of documentary evidence and the findings from the semi-structured interviews formed each case study.

The interview questions for the semi-structured interviews were designed to provide the information necessary to answer the research questions. The literature was also taken into account when designing the questions and it was decided to group the questions into four main themes: the university; globalisation strategy; global recruitment and 'overall'. In addition, a section of questions just for the International Office interviewee was designed to ask about the number of international students, their countries of origin and how global recruitment had developed. The validity of an interview can be affected if the questions are not carefully composed and logically designed, hence a significant amount of care was taken in the design stage. The interview questions are included in Appendix 2.

The individuals selected for interviewing were each contacted by email by the author, in advance, to obtain their consent and availability during the research phase. The interviews took place in the interviewee's choice of environment within their university. In advance of each interview, the interviewees were sent a summary of the context for the study and the preliminary research questions (Appendix 3) so that they could think through the research questions in advance, should they so desire. Each institution was visited on a separate day between February and June 2007 and interviews varied in length from 37 minutes to 1 hour 27 minutes.

Each interview began with the author introducing herself and her area of study, assuring the interviewees of their anonymity and asking permission to record the discussion. Each interview was recorded and subsequently transcribed to enable coding to be applied and any themes or trends to be identified. Prior to each interview, the author identified the institutional management arrangements for each interviewee, where possible.

The author spent sufficient time at each of the case study universities to carry out the semi-structured interviews and to get a sense of 'institutional feel'. Policy and other documentation for each university was collected on site and in-situ observations, to supplement the primary and secondary data gathered, were made and recorded.

3.3.2.2.1 Types of interview

In unstructured interviews the participant is encouraged to tell their story. The role of the interviewer is to listen. The interviewee knows what the general topic is beforehand as it is included in obtaining consent for the interview. Sometimes the interviewer only has the opening question planned - 'the grand tour' question (Morse and Richards, 2002).

For this research, however, it was considered more appropriate to use semi-structured interviews as the author knew enough about the topic to develop questions in advance but not enough to anticipate the answers. Semi-structured interviews are conducted within a fairly open framework which allows for focused, but conversational, two-way communication. Unlike using a questionnaire, where detailed questions are formulated in advance, semi-structured interviewing starts with more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues become the basis for more specific questions which are prepared in advance. Semi-structured interviewing is guided in the sense that some form of interview guide is prepared beforehand and provides a framework for the interview (Morse and Richards, 2002).

A framework for the semi-structured interviews was designed, including open-ended

questions arranged in a logical order to cover the ground required. This method is appropriate when the researcher knows enough to frame the discussion in advance.

It was decided not to use group interviews as the interactions between group members adds another dimension to the discussion and the research findings.

3.3.2.2.2 Data analysis

The analysis of the data was an ongoing and iterative process, with the interview data informing the way that the documents were analysed and the content of the documents prompting particular scrutiny of aspects of the interviews.

As case study research generates a large amount of data from multiple sources, systematic organisation of the data was important to prevent the researcher from becoming overwhelmed by the amount of data and to prevent the researcher from losing sight of the original research purpose and questions. Advance preparation and the use of NVivo in this research were essential in processing the large amounts of data in a documented and systematic fashion.

It was important to make and store multiple sources of evidence comprehensively and systematically, in formats that could be referenced and sorted so that converging lines of inquiry and patterns could be uncovered. The author carefully observed the object of each of the case studies and identified causal factors associated with the observed phenomenon. Renegotiation of arrangements with the objects of the study or addition of questions to interviews could have been necessary as the study progressed. Case study research is flexible but when changes were made they were always documented systematically.

Exemplary case studies use field notes and software to categorise and reference data so that it is readily available for subsequent reinterpretation. In this research, the universities' documentation was used to triangulate information from the interviews. Field notes were used by the author to record feelings and intuitive hunches, pose questions and document the work in progress.

Maintaining the relationship between the issue and the evidence is mandatory and the author documented, classified and coded all evidence so that it could be efficiently recalled for sorting and examination during the course of the study. NVivo was used to examine the raw data, using as many interpretations as possible, in order to find linkages between the case studies and the outcomes with reference to the original research

questions. Throughout the evaluation and analysis process, the author remained open to new opportunities and insights. The case study method, with its use of multiple data collection methods and analysis techniques, provides researchers with opportunities to triangulate data in order to strengthen the research findings and conclusions. It was important that the author was as close as possible to the data in this research in order that all links and themes were identified.

The tactics used in analysis force researchers to move beyond initial impressions to improve the likelihood of accurate and reliable findings. Exemplary case studies deliberately sort the data in many different ways to expose or create new insights and deliberately look for conflicting data to disconfirm the analysis. In this study the data was categorised, tabulated and recombined to address the initial propositions or purpose of the study and conduct cross-checks of facts and discrepancies in accounts. Follow up emails to interviewees were occasionally necessary to gather additional data, to verify key observations or check a fact.

Specific techniques included creating each university as a 'case' in NVivo and then populating it with the documentary evidence as it was retrieved. Transcripts of each case study interview were imported into NVivo and coded according to the topic of each question. The quantitative data collected was used to attempt to corroborate and support the qualitative data which was useful for understanding the rationale or theory underlying relationships. It was helpful to consider each case study separately before identifying cross cutting-themes and starting to draw comparisons, differences, connections and conclusions. Interview data was analysed by comparing each interviewee's response to a topic of the interview and developing common categories for analysis across institutions. Emerging themes were noted and explored with subsequent reference to the available documentation so that triangulation and discrepancies could be identified.

A report was produced for each case study university that summarised the findings of the interviews at that university. The reports (Appendices 4, 5, 6 and 7) provided a useful 'mirror' for each university in which to see itself. Once produced, the reports were shared with 'the individual with responsibility for global initiatives including of students' who was invited to comment and/or amend the report if there were any inaccuracies.

3.4 Interpretation

Exemplary case studies report the data in a way that transforms a complex issue into one that can be understood, allowing the reader to question and examine the study and reach an understanding independent of the researcher. The goal of this thesis is to portray the

complex problem of how some universities respond to globalisation in a way that conveys a vivid experience to the reader. Case studies present data in very publicly accessible ways and may lead the reader to apply the experience in his or her own real-life situation. The author paid particular attention to displaying sufficient evidence to ensure the reader's confidence and that all avenues had been explored, clearly communicating the boundaries of the case and giving special attention to conflicting propositions.

Each case is reported separately in Chapter 4 and they are all brought together, for ease of discussion, in Chapter 5. It is here that comparisons are made between the case studies to identify differences and similarities before attempting to account for them. In conclusion, a narrative and an explanation for the responses of some Ontario universities to the phenomenon of globalisation is given in Chapter 5 which then proceeds to offer some predictions about how these universities might continue to respond to globalisation and suggestions for further research.

3.4.1 Validation of findings

There are various means to ensure validity of research findings, one of which is triangulation between different interviewees and data sources (Creswell, 2003). The use of multiple interviews and documentary analysis at each case study university in this research, ensured a high degree of triangulation.

3.4.2 Significance

The results of this study contribute to the scholarly literature in this area by providing an empirical study of some universities' responses to the opportunities presented by globalisation. It is a 'snap-shot' of the state of affairs at the case study universities in 2007. All of the case study universities received a report of the findings at their university and each chose also to receive a copy of this thesis. In addition, other interested parties may include the government of Ontario and the Observatory of Borderless Higher Education both of whom are interested in universities becoming more global in their approach.

3.5 Ethics and Confidentiality

For each case study, ethical approval was sought using the university's own procedure. The process varied between institutions and was adhered to despite the research already following the ethical guidelines of the University of Bath (University of Bath, 2005) and

adhering to the ethical standards of the British Educational Research Association (British Educational Research Association, 2004).

Each University President consented to having their university's name used in this thesis hence this information is not considered confidential. In some studies, fictitious university names are used so that readers of the thesis are able to be free of the 'baggage' of knowing the university's identity. In this thesis it was felt more important that the names be used so that readers could seek further information.

It was decided that individuals' names would not be used but their job function may be stated to if it added significance to the findings. Whilst it was acknowledged that from this information the individual could be traced, it was felt that this gave the thesis maximum readability. The subject was not considered contentious enough for complete anonymity to be preferential.

Prior to the semi-structured interviews, interviewees were told that: *'If there are any particular quotes or references that you consider controversial or otherwise "damaging" - they will be made anonymous or re-phrased'*.

These measures ensured that appropriate ethical and confidentiality considerations were taken into account in this study.

3.6 Limitations

One of the main limitations of this study is that it looks in depth at 'only' four universities in Ontario. Whilst it does not seek to generate generalisations, it does attempt to capture common themes across the universities which may, or may not, be relevant to universities outside of this study.

The purposive case study sampling procedure also decreases the generalisability of the findings and much emphasis is placed on the views of only a few individuals at each university studied. In order to minimise this limitation, information gleaned from interviewees was triangulated with information from other interviewees and/or documentary evidence, wherever possible.

The author's inherent bias may have influenced the findings despite every attempt being made to remain neutral in outlook. Whilst engaging in this research the author was first and foremost the researcher in this study and her professional position and other responsibilities were very much on the periphery and not taken into consideration. It cannot be forgotten that the author has not only read extensive literature about the topic

but also has significant first hand experience of HE in Canada and England. This professional experience could have prejudiced the thesis. It was also realised that the values held by the author, as a professional practitioner in HE, needed to be carefully managed at each stage of the project to ensure that bias in the research was minimised.

One tactic to minimise bias was to invite each case study interviewee to choose the location for their interview, whilst dates and times were agreed mutually between the author and the interviewee. Using the same interview questions for each interview also ensured that bias was kept to a minimum.

Prior knowledge of the institution by the author could have skewed the approach taken towards a particular issue during the interviews. In some ways this occurred, but only because the author knew some of the institutional context from prior research. This enabled the semi-structured interviews to flow more freely and not require endless verification. Also, triangulation was available from documentary evidence.

The selection of case study universities could have been biased by the author's preconceptions of the institutions. The use of an expert panel, in the selection of case study institutions, ensured that an objective method was adopted.

This study does not seek to determine in particular 'good practice' but seeks more to describe practice, without judging whether it is good or not, as this is the focus of the study. Similarly it does not explore examples of 'poor practice' in any detail. A subsequent study could identify the various merits of different practices but it is not within the scope of this study.

One likely question is why no students were interviewed at each case study university to give a measure of the students' perspectives on globalisation. This option was considered at length but rejected for many reasons. Firstly, it would have been very difficult to identify one international student to represent all international students and the selection of that student would have added a different bias to the study. Secondly, it would have been necessary to seek the view of domestic students, as well, and again the selection would have proved difficult and more bias would have been introduced. A student focus group was considered at each case study university, including international and domestic students, but this was rejected due to the many shortcomings of focus group discussions and the fear that it would have been dominated by those with the best English language skills. It was considered inappropriate, also, to introduce an additional method into the study and the logistical challenges were a further concern. Thirdly, it would have been difficult to eliminate the bias which related to the discipline being studied

by the students. In conclusion, whilst it would have been very interesting to include the students' perspectives, it was considered to be beyond the scope of this study. Having provided in this chapter detailed information on the research design and methodology, the next two chapters are devoted to providing an account of the research findings, discussion and recommendations.

Chapter 4 Case Study Findings

A report detailing the interviews at each case study university was prepared and shared with the main contact at each university. An opportunity was given for the university to comment on the report and Nipissing requested a minor change to the summary information, which was duly made. The university reports (Appendices 4, 5, 6 and 7) include many quotes from the interviewees in support of the points made, only a few of which are included in this chapter.

This chapter summarises the findings at each of the case study universities in turn, using the natural flow of the interviews. In Chapter 5 the materials are reorganised, in line with the research questions, in order to discuss the findings across the universities, relate them to the literature and to offer some recommendations.

4.1 Brock

At Brock University the following people were interviewed:

- Associate Vice-President (AVP), Student Services
- Director, Brock International
- Associate Director, International Services
- Director, International Market Development
- Director of Admissions
- Associate Dean Faculty of Education
- Associate Dean Faculty of Business.

NB there were seven interviewees (rather than the planned six) carried out at Brock as the AVP Student Services considered the Associate Director, International Services and the Director, International Market Development to jointly be the 'International Office Director/Chairperson' requested for interview.

4.1.1 Background and context

Brock University was established in 1964 in St Catharines, Ontario as one of a series of universities created in Ontario to handle the undergraduate education of baby-boomers. It is a modern, comprehensive university.

Brock offers a wide range of undergraduate programs, with a modest number of graduate and interdisciplinary degree programs. It is located on the Niagara Escarpment, a UNESCO Biosphere Reserve. Many of the buildings on campus were designed by the

innovative architectural firm, Moriyama and Teshima Architects. The campus is dominated by concrete buildings but also has a lot of green spaces with attractive landscaping and woodland. The 'Bruce Trail' passes through the campus and follows the entire length of the Niagara Escarpment, from Queenston to Tobermory (725 km). The city of St. Catharines has a population of 130,000 people and is 120 km from Toronto, the province's economic capital city.

Brock's main campus has a student population of over 17,000 full-time and part-time students. The university has seen significant growth in recent years, including several multi-million dollar expansion projects. Student numbers have grown from approximately 11,000 in 1999/2000 to 17,453 in 2006/07 and there are a total of 2,389 residence beds (Brock University, 2008). A satellite campus, used primarily for teacher education, is located in Hamilton, Ontario, 69 km from St Catharines and 65 km from Toronto.

Dr. Jack N. Lightstone became the University's President in 2006. The University Chancellor is Ned Goodman, the investment industry leader and Canadian business builder. Brock University aims to continue to evolve as a competitive and comprehensive university which offers a range of graduate programs to PhD level, cultivates research strength on the part of its faculty and offers rigorous programs of study at every level. The university believes it is well-positioned to avail itself of its opportunities, to withstand the threats of inadequate support and increasing competition and to grow and prosper as a competitive comprehensive university (however defined). Its strength is the competence and commitment of its faculty, staff and students. Its path is more clearly defined than has ever before been the case (although there is much that is murky about the future) (Brock University, 2005).

In 2006/07 Brock had an international student population of 1,484 out a total of 17,453 students. This equates to 8.5% of the student population being international. Table 4.1 shows the breakdown of undergraduate and postgraduate international students and their countries of origin. Brock was the only case study university to publish information this detailed.

The seven interviewees at Brock all came across as thoroughly committed to their university and each showed a sense of pride in it. They had been employed at Brock for several years, ranging from 4 to 26 and interviews ranged from 50 to 74 minutes in length.

It was clear from all the interviewees that global activities at Brock had been in progress for some while and that they were embedded in the university's psyche. The devolved model of responsibility and management for global activities seemed complex at first but as interviewees described their own perspectives it appeared to be clear to them and it

seemed to work well.

Table 4-1 Brock: International Students – Undergraduate, Postgraduate and Countries of Origin

Country of Origin	Undergraduate	Postgraduate	Total	%
Asia	691	256	947	64
Europe	171	35	206	14
Africa	93	18	111	7
North America	59	16	75	5
Central & South America & Caribbean	121	10	131	9
Other	13	1	14	1
Totals	1,148	336	1,484	100

It was evident that Brock was striving to be recognised as a comprehensive university and there were several strategies in place to ensure that this would be achieved. Several individuals were acknowledged as being good leaders who were engaged in contributing to setting university wide goals and then ensuring their implementation. On the whole it seemed that communication at Brock was good, with few disconnects.

4.1.2 Brock: Mission and Strategy

Brock's mission and vision statements are published online. The mission mentions commitment to the global dimension, diversity and inclusion: 'Brock University flourishes through the scholarly, creative, and professional achievements of its students, faculty and staff. Offering a range of undergraduate and graduate programs, Brock fosters teaching and research of the highest quality. As a diverse and inclusive community, we contribute positively to Canada and beyond through our imagination, innovation and commitment'. Brock also has a five page vision statement entitled 'Building a Civil Society'. The vision statement develops the mission statement and states five institutional commitments:

1. Creating a learning community
2. Fostering student engagement
3. Prizing diversity and inclusiveness
4. Developing research intensity with social applications
5. Engaging the world.

Clearly, the third and fifth of these are relevant to the globalisation agenda. Within the third commitment 'prizing diversity and inclusiveness', the vision develops the theme of multiculturalism and the recognition of difference as an affirmative value, as it is across Canada. Brock seeks to '... celebrate the many benefits of diversity, and actively includes all community members ...' and 'Brock lives its values when it comes to creating a respectful and inclusive community'. Within the fifth commitment 'engaging the world', Brock acknowledges '... the positive and negative effects of globalisation evident all around'. The vision states that: 'Brock must engage the world and the issues of concern there'. It goes on to state its commitment to: '... extending opportunities for students to study abroad at the graduate and undergraduate levels and to encourage growth in the international student population'. It concludes by stating that: 'A vibrant scholarly culture is international...'

As both the mission and vision statements include reference to the global agenda, one can assume that this is a priority area for Brock. However, of most strategic priority and causing a great deal of concern at Brock are the challenges brought by annual government revenues being insufficient, as is the case with all Ontario universities and the fact that Brock is the most under-spaced Ontario university by COU norms. In summary, budget and space are challenges that Brock struggles with daily (Brock University, 2007a). These two issues underpin all Brock's activities and need to be kept in mind.

Brock does not have a university wide Strategic Plan but has several Strategic Plans within the over-arching vision statement of the university. Brock has several planning groups that facilitate strategic planning across the university. Two critical groups are:

1. **The SAC** – Senior Administrative Council which includes the President, the Vice-President and Provost, the Vice-President Finance and Administration, the Deans, the Associate Vice-President; the Librarian; some of the Finance and Administration Directors and the Executive Directors
2. **The CAD** - Committee of Academic Deans.

These are discussed in more detail in 5.1.5.1. Of particular interest to this study are the 'Strategic Internationalization Plan 2006 – 2010' and the 'Strategic Academic Plan'. The former is not published online and a copy was obtained from the Associate VP, Student Services in May 2007.

4.1.2.1 Strategic Internationalization Plan 2006-2010

The Strategic Internationalization Plan was developed from the university's vision statement and its five commitments (4.1.2). It is in keeping with goals of all levels of

Canadian government as is evidenced variously including in Canada's International Policy Statement (Foreign Affairs Canada, 2005), several AUCC reports (Association of Universities and Colleges of Canada, 2005a; Association of Universities and Colleges of Canada, 2005b) and policy statements issued by the provincial government that pledge to: 'Implement a new strategy to attract more international students and encourage study abroad for Ontario students' (Ministry of Education and Research, 2005). Brock ensures its priorities are aligned with those of the policy-makers in Ontario and also with global entities such as the United Nations (UN). It pledges a commitment to the UN Millennium Development Goals (United Nations, 2008) stating that it contributes directly to at least four of the eight identified goals.

Brock states four goals within its internationalisation plan which was drafted by an 'Internationalization Committee' formed in August 2005:

1. Facilitating recruitment and retention of international students
2. Developing mechanisms for internationalization of curricula
3. Promoting student/faculty/staff mobility
4. Fostering international research and collaboration.

The Internationalization Committee's mandate was to: 'engage in the development and implementation of a Strategic Plan for internationalization, formulate relevant administrative policies and facilitate cross-departmental and faculty communication.'

Overarching the goals and integral to each of them is the need for effective communications and promotion internally and externally. Each goal has a strategic goal and several objectives that aim to be achieved by 2010 (Brock University, 2007b).

4.1.2.2 Strategic Academic Plan

The Strategic Academic Plan, drafted in May 2006 reflects on, and develops, Brock's institutional goals which are:

1. Students and Programs
 - a) Undergraduate Programs
 - b) Graduate Programs
 - c) The Student Experience
 - d) Internationalization (of students).

2. Faculty Development

- a) Complements and Professional Development
- b) The Research Enterprise
- c) Interdisciplinary/International.

It acknowledges the centralised coordinated body that has dominated planning at Brock since the late 1990s. It includes extensive references to globalisation and international developments as evidenced in particular by goals 1.d and 2.c. It was developed from the previous 'President's Task Force on Planning and Priorities' which actively involved all parts of the institution within a single planning exercise. In 1999 this group enunciated five 'directional statements' which, on review in 2005, were deemed to remain as priorities for the university. The purpose of the Strategic Academic Plan is to 'refine the university's sense of academic purpose'.

The Plan states that: 'In the area of internationalization, the University will work towards the Long-Range Planning Committee's recommendation that at least 10% of full-time undergraduate students participate in some form of international experience. It must also achieve international enrolment targets for undergraduate (5% of FFTE) and graduate (15% of FFTEs) students and support the development of an Internationalization Strategic Plan for the institution' (Brock University, 2006). This indicates a joined up approach to planning at Brock.

4.1.3 Brock: Culture

The interviewees used a range of terms to describe Brock's culture but there was some consistency across responses. Two interviewees asked for clarification regarding what was meant by the question. Generally, the university was described as being relatively young and having recently undergone significant growth. Several interviewees said that it was heading towards being acknowledged as '*comprehensive*' rather than '*primarily undergraduate*'. This was a recurring theme and consistent with the university's strategic priorities. The prevailing '*community spirit*' across campus was mentioned by most interviewees as was the importance of Brock being student-centred and faculty being very accessible for students.

Another theme evident in most responses was that of a growing diversity at Brock with an emphasis on the importance of becoming more globally-aware. It was acknowledged that the university was trying to reach out more and become more involved on the international stage. This was further evidenced by Brock's Strategic Internationalization Plan. The

growth at the university was mentioned by most interviewees and it was linked to a growth in the need for processes to enable progress and development.

All interviewees described the culture at Brock as predominantly collegiate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Three interviewees said the university was definitely not corporate and one said it was definitely not bureaucratic. The remaining respondents indicated that, after being collegiate, the university was mainly enterprising then bureaucratic and finally corporate.

When asked: 'how does globalisation affect institutional culture?' Brock respondents were unanimously positive about the affects. One interviewee said it was a difficult question to answer but the others all answered with apparent ease. Overall, interviewees acknowledged that the university had to be engaged in globalisation and it affected several aspects of the university's culture: the diversity of students and staff; teaching; scholarly activity and research. Examples of all these things were given and emphasis was put on the two-way benefit of having a diverse student population.

Interviewees generally agreed that the culture necessary to sustain globalisation was one that accepted, believed and acknowledged the importance of globalisation both from the top of the institution down and from the grass roots up. The other main point made was that it was crucial to have the necessary administrative and financial supports in place to ensure that globalisation projects were delivered.

The importance of having job roles to carry out the functions required for globalisation to happen was mentioned by both academic and administrative interviewees. In terms of the financial support at Brock, for global activities, interviewees gave several examples. The breadth and depth of these responses described a concept that was multifaceted, deep-rooted and complex. Overall the theme captured by interviewees when asked what sort of culture is necessary to sustain globalisation was this: '*... essentially what we need is understanding, support financially and in services.*'

There was a unanimously shared view that the culture at Brock had changed in recent years and that it was continuing to change. Examples given included the growth of the university, the shift from being primarily undergraduate to more comprehensive, the increase in graduate programs, the intensification of research, the huge increase in the number of faculty, the growth in the number of international students, the development of the English Language program and the benefits of successful cost recovery programs. It was clear that being student-centred continued to be important at Brock as the institution grew.

All interviewees were certain that the culture at Brock was supportive of the global dimension.

4.1.4 Brock: Strategic Planning

All interviewees, apart from one, were able to describe the nature of strategic planning at Brock and they indicated that it was very much a collegiate process with much procedure involved. Each Faculty had an Academic Strategic Plan and each administrative area had a Strategic Plan which all contributed to, and were derived from, the university's vision statement. Several references were made to the new President and his understandable desire to review Brock's strategic direction. Brock had various planning and advising groups that were part of the strategic planning process and a 'Co-ordinator, Academic Reviews and Planning' role that was closely involved in the university's strategic planning process.

Three interviewees described the role of the Strategic Plan in institutional transformation similarly mentioning its fundamental importance in helping determine priorities and therefore allocation of resources. One interviewee answered from a theoretical perspective and three did not answer the question.

Although interviewees generally talked about the university's Strategic Plan, there was a misunderstanding in terminology as Brock did not have one university-wide Strategic Plan. It had a vision statement, which was what was meant when interviewees were talking about the university's Strategic Plan.

4.1.5 Brock: Globalisation Strategy

When asked if the university had a strategy for globalisation five interviewees were sure that it did, one was sure that it did not and the other said that if there was one, they were not privy to it. Of these latter two interviewees, one was a Dean and one was the Director of Admissions.

When asked how the Strategic Plan had evolved, Brock's Strategic Internationalization Plan was succinctly described by one interviewee and three interviewees mentioned Brock's Internationalization Committee being an important part of the Strategic Plan development.

When asked why Brock had done it this way, there were six different answers: it is a decentralised activity and needed to remain so; to be part of the international community;

the university would fall behind if it did not do it; for survival; due to the collegial culture and for the revenue generated.

There were several significant internal and external drivers noted by the interviewees. These included: the need to bring a decentralised function together; the new President and other senior staff; the mission statement; various champions at the institution (including those in the Faculties of Business and Education); feedback from students and parents; the progress being made by peer institutions; the need for international recognition; the Association of Universities and Colleges of Canada; federal government's immigration stance; federal research funding and the fact that provincial funding was not keeping up with the growth in student numbers.

Two interviewees clearly stated the scope and timescale of the strategy whilst the other five described it in very general terms. Only one interviewee stated the actual targets within the strategy.

When asked how the strategy filters to their department/unit, five interviewees gave examples of how this happened. Another interviewee indicated that some of the strategy came from their faculty so it filtered up as well as across and down. Only one interviewee (a Dean) said that the university's globalisation strategy did not really filter to their department.

There was a lack of specifics regarding perceived instruments available to secure the strategy's implementation. Most responses mentioned the positions (people) and offices/units that had responsibility for internationalisation. The Internationalization Committee was mentioned as an instrument and several interviewees mentioned financial instruments and resource allocation.

4.1.6 Brock: Global Recruitment

There were two main reasons given in answer to the question: 'why does this university recruit students globally?' They were both given equal importance, overall, and were: diversification and revenue. Five interviewees mentioned both of these as being important and described why. One interviewee also said that '*visa students*' helped the university meet its enrollment challenge.

When asked: 'how is global recruitment carried out?' most interviewees referred to the various offices and people with responsibility across the institution. The Director of International Market Development and the International Recruitment Office, within his

portfolio, were often mentioned as were the Admissions Department, the Office of Liaison and Recruitment, Domestic Liaison Officers and some Deans. There was a consistency across responses that appeared to indicate that all interviewees were clear on who did what in this regard, although it seemed fairly complex in its organisation, across several different teams. One of the two Deans interviewed mentioned that graduate recruitment was done by faculty and both Deans mentioned that recruitment was also done at program level. Three interviewees mentioned the importance of marketing in recruitment and word of mouth was acknowledged as an important part of Brock's marketing.

Interviewees described the university's strategic goals for global recruitment differently, depending on their role and perspective. All interviewees, apart from the two Deans, agreed that global student recruitment was given direction by the AVP Student Services and being led in an operational sense by the Director of International Market Development. The two Deans considered that each program led its own global student recruitment.

There were different trends reported by the interviewees with regards to their perception of global recruitment. Five mentioned students coming from China as a trend, three mentioned India and South America and two mentioned Russia and the Caribbean. Bermuda, the US, the Middle East, Japan and Vietnam were also mentioned as countries who were 'exporting' students to Brock. The impression given, was that Brock was being more strategic now, than previously, in its approach to global recruitment and that it was striving for diversification of global students. Increased competition to recruit global students was also mentioned as a trend.

Four interviewees mentioned the desire to have a diversified student body as one of the reasons for the trend in global recruitment. Other reasons included: the danger of being too reliant on one market; the need to meet targets, revenue, government-led initiatives; the economy in 'exporting' countries and the work of individuals at Brock.

There were many enablers articulated for global recruitment including: faculty champions and faculty's accessibility on campus; Brock's location and its marketing both individually and in partnership with the colleges locally; Brock's reputation and stature internationally; its identified target markets, Brock's active alumni; the conditional entry route and the clear process that supported applicants; the range of services to support international students and an office dedicated to their recruitment.

Barriers cited to global recruitment of students were mainly concerned with Brock's lack of recognition in the global context. Unlike the larger, more prestigious Canadian universities, Brock was not known across the world and it was not part of a collaborative

approach across Canada, or Ontario. The provincial government was also mentioned as a barrier, although it was noted that this had started to improve. Another barrier mentioned, also government related, was that international students were only issued temporary visas with a two-year duration. This was an issue in some professional programs which required 30 months of work experience before professional status was awarded. International students' poor English language skills were mentioned by a few interviewees as a barrier as were Brock's decentralised model, funds and physical space at the campus.

With respect to where the power lies regarding global recruitment of students, there were a variety of responses which indicated a lack of consensus of opinion. Three of the seven interviewees said that it was in the Associate VP Student Services arena. Of the remaining four interviewees one said the question was too hard to answer as it was not straight forward, one said that Senate shared the power with the President/VP Academic, one said it was devolved to Deans and the final response indicated a wide dispersal of power. This is indicative of a complicated set up.

When asked: 'how global is the staff population at the university?' only two interviewees put a figure on it and both said 10-20% of staff and faculty were from places other than Canada. Two interviewees were unable to answer the question and a third said it was not very global. The other two interviewees pointed out that some Faculties were more global than others.

When asked if the global staff population was changing there was an overall sense that for faculty it was but that for staff it was not.

The barriers cited for global staff recruitment were mainly concerned with Brock's reputation and the 'package' (including salary) that it was able to offer to new faculty, compared with other universities, especially those in the US. In the Faculty of Education the professional teacher program was, of course, using the ethical and professional standards within the Ontario College of Teachers. As there was not a national curriculum across Canada, the provincial nature of the curriculum here creates another barrier to globalisation.

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally. Only one interviewee mentioned that there could be negative reactions to global students.

When asked if the university provides sufficient emphasis to the local and regional markets all interviewees were sure that it did.

4.1.7 Brock: International Students

Without exception, interviewees acknowledged the positive contributions made by international students to the university community. They described the contributions using the following descriptors: diverse; culturally vibrant; dynamic; different perspectives; different religions; research opportunities and increased knowledge base. Only one interviewee had a slightly negative comment and another mentioned the financial contribution made by international students.

When asked how international students are integrated into the culture of the institution, responses indicated that the main strategy was to integrate them by including them in all activities. Three interviewees mentioned the importance of the role of the International Students Services Office that ran outreach programs and organised events that aimed to celebrate the cultural diversity of international students and also engage them with home students. Brock had some specific orientation sessions for international students and other sessions that were for all incoming students. The orientation for incoming international students was also somewhat program dependent. One interviewee mentioned that residences were available to international students but that they may choose not to take that option for cultural reasons. Student associations and clubs were mentioned by three interviewees as another important aspect of integration.

All interviewees thought that home and international students integrated with each other at Brock to varying degrees. Two interviewees said that it was still difficult and could be improved. The other five interviewees were more upbeat and three said that integration mainly happened in the classroom at Brock. Other examples of how integration occurred were: through programs such as study abroad; via activities, through clubs and events on campus; in the community and through the monitor program. Again, the residence arrangements were mentioned as not necessarily being conducive to student integration. Another negative factor given was that most Canadian students had paid employment which could preclude them from engaging in some activities out of the classroom. There was a consistent view that integration happened in the classroom, in clubs and groups, on committees, in student government and generally via shared interests.

When asked if there was enough institutional support for integration activities, there was only one negative response. Examples given to demonstrate the institutional support included new staff positions being created as the need was demonstrated, several offices pooling budgets and an overall collegial approach.

4.1.8 Brock: Overall

In the context of the university as a whole, and its future plans, all of the interviewees indicated that the recruitment of international students would continue to grow with diversification being an important element. Other responses included diversification of students and staff, modest growth, having staff positions with responsibility for student support, continuation of the International Committee and building on what Brock had already achieved.

All respondents, apart from one, considered Brock's plan for the future financially viable. The negative response, from a Dean, was in connection with the budget deficit in the previous year and the need for Brock to reduce costs across all faculties and support areas. This was not mentioned by any of the other interviewees.

On re-visiting the concept of local, regional and global priorities, and how they are balanced, the overarching view of Brock respondents was that there was a good balance of priorities which was managed through the admissions process. Two interviewees thought there was more emphasis regionally and locally whilst global was still very important and one interviewee said that all three had equal importance and priority. It was clear that the new President was working on this.

When asked what benefits accrue to the university, four interviewees mentioned the importance of increased recognition internationally, profile, reputation and therefore ability to attract better students. Two interviewees talked about the university being connected and successful, locally and further afield. Other benefits mentioned included an increased quality of education and enriched experience; keeping faculty energised; possible financial support from companies and private donors; tolerance of other cultures; increased government funding; diversity and an expanded knowledge base.

When asked about the major barriers in the recruitment of global students, three interviewees cited lack of resources as a major barrier. Two interviewees mentioned competing and multiple demands for universities and their employees.

Other barriers were cited including:

- Government grant structures: *'... the grants are dependent on various targets that the government is setting. That's really creating certain barriers of where we can and cannot grow. Do we need to grow undergraduate or graduate? What's going*

to be better over time? If we don't meet the targets here, how will we be penalized? If we don't meet those admission targets at undergraduate?

- Lack of space on campus: *'We have a terrible space crisis so even if we could recruit more students we have no room for them.'*
- Reluctance by faculty for change: *'... in a university environment people are very independent and sometimes they are not willing to look at change even though one would think that universities should be leading this.'*
- Competition between universities: *'We compete with other institutions for students to come and do exactly the same program. Why should they come here instead of going elsewhere?'*
- Negative perceptions: *'... if people perceive internationalization as a negative thing either because students in their classrooms don't understand what they're saying, or it bugs them that these people are all over their community – it's very hard to change those things, very hard. Those could get in the way and they have got in the way from time to time.'*

4.2 Lakehead

At Lakehead University the following people were interviewed:

- Vice-President (Academic) and Provost
- Dean of Graduate and International Studies
- Director of Admissions
- Director of Student Affairs
- Dean of Education
- Dean of Engineering.

4.2.1 Background and context

Lakehead University is located in Thunder Bay (population 117,000) , Ontario, Canada. It evolved from the *Lakehead Technical Institute* which was established in 1946, by an Order-in-Council of the province of Ontario. Classes commenced in 1948 and in the same year the first university courses were added to the curriculum.

The *Lakehead College of Arts, Science and Technology* was established by an Act of the Ontario Legislature proclaimed in August 1957 at the present university site in Thunder Bay. Second-year Arts courses were added in 1960-61, and in 1962 the original Lakehead College of Arts, Science and Technology Act was amended to give the College the authority to establish new Faculties, and confer degrees in Arts and Sciences. The

first degrees were granted in 1965. The Lakehead University Act, 1965, was given royal assent in 1965 and Lakehead University was continued under this new charter.

Lakehead is a university in north-western Ontario with the responsibility of bringing to the region an understanding of a broad range of the basic academic disciplines as well as knowledge of the province, nation and world. It is also a university for the north (of Ontario) with the responsibility of gathering knowledge about the region for use in social, economic and cultural development and for transmittal to the rest of the province, nation and world.

In adapting to its environment over the years, Lakehead's character and dual role have made it distinctive in the Ontario university system. It began as a university in the north where basic arts and science disciplines dominated. The university then steadily added other programs that were of significance and relevance specifically to north-western Ontario. In addition, through extensive offerings by continuing education, the university has expanded its focus to many of the region's smaller rural communities.

Lakehead had a student population, in 2006/07, of 7,664 full-time and part-time students. This was the year that the 'double cohort' graduated and apart from in the previous four years, the university had seen a slight decline in student numbers over recent years, which is predicted to continue in north-western Ontario. Lakehead is planning to maintain its enrollment through its new campus near the Greater Toronto Area (GTA) in Orillia (population 30,000) which is 1,260 km from Thunder Bay but only 145 km north of Toronto.

The Orillia Campus opened in September 2006 with 115 students studying unique multidisciplinary undergraduate programs that combined Arts and Science studies with Concurrent Education degree options. There was also a college transfer program in Business Administration, a Master of Management and a 1-year post-graduate degree in Social Work available at the campus.

Dr. Frederick F. Gilbert became Lakehead University's fifth President in 1998. The University Chancellor was Dr. Lorne G. Everett, a Senior Vice-President at Haley & Aldrich (a consulting firm that specialises in underground engineering, environmental science and management consulting, headquartered in Boston, Massachusetts) and a retired research professor from the University of California, Santa Barbara.

Lakehead University aims to continue to evolve as a university that is concerned with 'realizing potential'. This is a phrase that describes the value-added qualities that Lakehead brings to education.

In 2006/07 Lakehead had an international student population of 145 (Lakehead University, 2006d) which equates to 1.9% of the student population. The majority (75-80) of these international students were from China. Students in small numbers (ones, twos or threes) were also from: India; Pakistan; Bangladesh; Singapore; Vietnam; Finland; Latvia and Estonia.

The six interviewees came across, on the whole, as thoroughly committed to Lakehead although most appeared frustrated with some aspect(s) of the university. There was not a clear and consistent sense of what the university was or how it was planning to develop. Several disconnects were evident not least in how the university was responding to opportunities presented by globalisation. It may be that Lakehead interviewees felt that they could be open and frank with the author, as she was a colleague to them and this facilitated more negativity in interviews, compared to the other case study universities.

Overall, pessimism was sensed about the institution that was difficult to clarify. This sense was countered by the many opportunities described and upbeat responses that interviewees gave. The interviewees had been employed at Lakehead for time periods ranging from 20 months to 20 years and interviews were between 42 and 85 minutes in length.

4.2.2 Lakehead: Mission and Strategy

Lakehead University's vision and mission statements are published online. The vision references the global context in its final sentence: 'Lakehead University is a comprehensive university committed to excellence in undergraduate and graduate education and research. It will build on its reputation as a welcoming, accessible and accountable institution known for enabling students at all stages of life to achieve their potential. It will reflect and serve the Aboriginal and other diverse cultures, institutions and organizations that comprise its unique regional setting as it reaches out nationally and globally' (Lakehead University, 2005). It is interesting that in its vision, Lakehead perceives itself to be a comprehensive university with emphasis on graduate education and research. This is not typically how third parties would have described Lakehead.

Lakehead's mission echoes its vision, also mentioning the international dimension, whilst acknowledging its role in north-western Ontario: 'Lakehead University is committed to excellence and innovation in undergraduate and graduate teaching, service, research and other scholarly activity. As part of this commitment, Lakehead University is dedicated to a student-centred learning environment. Lakehead University values its people and the diversity of their ideas, contributions and achievements. Lakehead University is dedicated

to working with Aboriginal peoples in furthering their educational aspirations. Building on its past accomplishments and recognizing its role in north-western Ontario, Lakehead University reaches out regionally, nationally and internationally. Lakehead University is committed to educating students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities' (Lakehead University, 2005).

Lakehead has developed its second Strategic Plan, arranged around seven themes each with its own comprehensive set of strategic goals and recommended actions. The themes are:

1. Academic programming
2. Research and scholarly activity
3. Governance, organization and accountability
4. Resources, facilities and the internal environment
5. Campus communications, recruitment and marketing communications (divided into: A. Campus communications, B. Recruitment and marketing and C. Marketing communications)
6. Community engagement and development
7. Student life.

Strategic goal 12 of the fourth theme is to: 'Seek and maintain mutually beneficial partnerships and collaborations' and the sixth recommended action for this goal is to 'Support the international exchange of faculty and students and foster relations with foreign universities and institutions'.

Within section B of the fifth theme, the second strategic goal is to 'Explore and evaluate opportunities for ongoing development of non-traditional markets' with recommended action 1 being to: 'Evaluate opportunities to increase graduate and international student enrolment; explore the viability of marketing the institution in U.S. Border States and targeted international markets such as China and specific African countries'.

Recommended action 2 for this goal is to 'Continue to explore ways of increasing enrolment in distributed learning courses in Canada and abroad.'

Strategic goal three of the seventh theme is that 'Lakehead University should enhance respect for diversity by promoting understanding of the worth and dignity of all students regardless of their race, religion, nationality, sexual preference, age, gender, culture, ability, or socio-economic status'. The tenth recommended action for this goal is to 'Offer a variety of academic and non-academic programs that provide exposure to diverse cultures (international exchanges)' (Lakehead University, 2005).

Thus, the global context is mentioned in Lakehead's vision statement and aspects of internationalisation are included in three different themes that, in summary, are connected with: international faculty exchanges that build partnerships and collaboration; global student recruitment and international student exchanges.

The Strategic Plan document is long (39 pages) and difficult to navigate as themes, strategic goals and recommended actions form seemingly endless lists that are challenging to differentiate.

Also online, Lakehead publishes its first year progress of implementing the Strategic Plan. Of the three particular actions mentioned, it is only the action to: 'Evaluate opportunities to increase graduate and international student enrolment; explore the viability of marketing the institution in US Border States and targeted international markets such as China and specific African countries' that reports specifics and these are: 'We have attended a MTCU sponsored recruitment drive to India in November 05; we have also visited China on a mini-trade-mission where we signed 4 Letters of Intent and have begun talks with Tongji University in Shanghai' (Lakehead University, 2006c). The other actions' updates are much more vaguely reported.

As the vision, mission and Strategic Plan include reference to the global agenda, one can assume that this was a priority area for Lakehead. It seemed, however, only to be truly manifest in the context of recruiting international students and Lakehead has 'An Internationalization Protocol' to address this area. This document is not available online but was obtained from the Dean of International and Graduate Studies.

4.2.2.1 An Internationalization Protocol

Lakehead developed an Internationalisation Protocol in 2006 based on the assumptions that:

- Internationalisation is a self-evident goal for most universities
- Internationalisation is a priority in Lakehead University's Strategic Plan
- There is a need to develop a judicious, well-planned and fiscally responsible protocol by which Lakehead University could achieve its 'internationalization' goals.

The protocol proposes the development of two strategies by which deep and abiding relationships can be developed with a limited number of institutions in India and China. The plan is to maintain exchange agreements with institutions throughout the world and to remain open to the possibility of more exchange agreements, but in terms of internationalising Lakehead to have a major focus initially on India and China. If, and

when, Lakehead is to expand (e.g. to Brazil, Mexico, or Turkey) these protocols could then be used as templates.

This specific focus allows Lakehead to create a rich and substantial series of relationships that builds on an already thriving informal network of Lakehead faculty members who have personal relationships in India and China. The protocol acknowledges that internationalisation does not necessarily refer to the establishment of international cost recovery programs, international student cohorts or for-profit offshore campuses. It also acknowledges that internationalisation is decidedly not a revenue generating endeavour; on the contrary, internationalisation should be recognized at the outset as an expenditure that purchases intellectual diversity, a global perspective, cultural tolerance and international exposure. What Lakehead proposes is a protocol by which the expenditure is judiciously made, wisely executed, and carefully monitored (Lakehead University, 2006b).

It is interesting that the protocol has no associated dates or timescales and it has not been disseminated across the institution. The Dean of International and Graduate Studies, who developed the protocol, has subsequently had his responsibilities restructured. The international portfolio is now the responsibility of Admissions and Recruitment and the Dean of International and Graduate Studies remains the international liaison officer but is limited in responsibility to faculty exchanges and institution to institution partnerships.

This suggests that Lakehead does not fully join up its planning across the university and there are some disconnects.

4.2.3 Lakehead: Culture

There was not a clear and consistent type of culture described by all interviewees. It was of note that four out of the six interviewees did not know how to define culture and seemed therefore unclear about how to answer questions about it.

Interviewees described the culture at Lakehead University across all four quadrants characterised by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. The majority of interviewees classified the predominant culture as collegiate with just one academic describing it also as bureaucratic/corporate and one administrative interviewee describing it also as bureaucratic/enterprising instead.

When asked: 'how does globalisation affect institutional culture?' Lakehead respondents were unanimous in acknowledging its importance, despite a lack of clarity on definition of either globalisation or culture.

It was interesting that three interviewees commented, without prompting, that there was not a requirement in the curriculum at Lakehead to have a global perspective, unlike at some other universities. This was curious, as part of Lakehead's mission is to: '... educate students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities.'

There was not a shared view on whether the culture at Lakehead had changed in recent years. Two interviewees, both employed for less than five years at the institution, did not know if it had changed at all. Three interviewees thought the culture had changed significantly and the remaining interviewee thought that there had been slight changes in some parts of the institution. Likewise, there was not a consistent view on whether the culture was still changing. The mixed responses to this question were partly due to a lack of understanding of what culture was and partly due to the different reference points of interviewees.

Four interviewees were adamant that the culture at Lakehead was supportive of the global dimension, without a doubt, whilst one was adamant that it was not and the remaining one had a neutral view.

4.2.4 Lakehead: Strategic Planning

The interviewees who described the strategic planning process indicated variously that it was either collegially approached or that the process was autocratic. This shows a lack of clarity and understanding about the process which is described in detail in the Strategic Plan document.

There was general consensus of the role of the Strategic Plan in institutional transformation with responses indicating that it mainly had a guiding role.

4.2.5 Lakehead: Globalisation Strategy

When asked if the university had a strategy for globalisation two interviewees were sure that it did, two said they thought not and the other two thought there was a strategy but that it was in need of development/improvement. This is interesting, as if a strategy existed but there was no knowledge of it, then it may as well not exist. One of the

interviewees who knew about the strategy (the Internationalization Protocol) also knew that it had never been officially approved.

The plan at Lakehead had evolved predominantly, it seemed, through pragmatism. The modest budget of \$28,000 (Canadian dollars) per annum had driven the plan which was accordingly reserved. Another suggestion was that the plan was driven by optics as it would '*look bad*' for universities not to recruit international students as government systems used this to create diversity and encourage immigration.

Some of the interviewees thought that Lakehead had not chosen to do it this way but in the absence of pro-activity it had just happened this way. Others thought that it had been planned and that it was necessary for institutional survival.

In the context of the university as a whole and its future plans, four of the six interviewees indicated that the current globalisation strategy would continue and was financially viable. There was a lack of consistency regarding the scope and timescale of the strategy ranging from interviewees not knowing, to stating there was a clear five year timescale. The complexity of the context was evident in most responses with reference particularly to the provincial government setting targets for graduate recruitment but only funding Canadian and landed immigrants thereby dis-incentivising global graduate recruitment.

There were several significant internal and external drivers noted by the interviewees. These included: budget; efficiency; demographics of professors; the realisation that the potential student population in north-western Ontario is declining; Lakehead's undergraduate focus and its infrastructure.

When asked how the strategy filters to their department/unit interviewees mainly said that it did not. One of the Deans described their involvement in reviewing the qualifications of applicants.

As with other responses there was no consistency regarding perceived instruments available to secure the strategy's implementation. Responses included: communication, people, the province, the percentage of international students and that there were none.

4.2.6 Lakehead: Global Recruitment

The reasons given in answer to the question: 'why does this university recruit students globally?' included reference to the moral obligation, income, optics, support available due to having an international faculty and the benefits of student diversification. The

responses captured some of the breadth of the benefits of having a diverse student group on campus. There was one reference made to other universities not giving it as much emphasis as Lakehead.

When asked 'how is global recruitment carried out?' all respondents referred to the Office of Graduate and International Studies. The importance of international recruitment fairs, faculty contacts and international advertising were mentioned by three interviewees, respectively. Two interviewees said that they did not really know how global recruitment was carried out.

The majority of interviewees (four out of six) did not know that the university had strategic goals for global recruitment. Of the remaining two, one said that they were in the 2010 Strategic Plan but did not say what they were (they are not there) and the other said they thought they were currently being developed and reviewed.

All respondents agreed that global student recruitment was being led by the Dean of Graduate and International Studies. In addition, two mentioned the leadership role of the Vice-President (Academic) and Provost.

There were inconsistencies reported by the interviewees with regards to their perception of the trends in global recruitment and reasons for them. Four mentioned that there was a trend to recruit students from India. Two indicated that there was a trend to recruit students from China and one mentioned that they thought there was a trend to leave China. Two interviewees could not describe the trends and various other trends were also given.

There were many enablers articulated for global recruitment of students including: opportunity; the small size of the university; faculty to student ratio; diversity of programs; predecessors from various cultures being there already; certain subjects such as Engineering and Computing where people were working on software that required constant contact with European (global) developments; other subjects such as Forestry that was linked with Finland and individual faculty and students.

Barriers cited to global recruitment of students included: funding and fiscal restraints; a profession emerging for international travellers not recruiters; (lack of) equivalence of qualifications from other countries; readiness and preparedness of students; language and a kind of ingrained regionalism or parochialism amongst students and faculty at Lakehead. Lakehead's poor use of technology was cited by one interviewee as a barrier.

With respect to where the power lies regarding global recruitment of students, two respondents said there was none whilst the others described power resting variously with faculty (Deans in particular), the Office of International Studies, the Vice-President (Research), the President and senior administration. It was clear that there was a lack of clarity in the structure and assigned responsibilities in this area.

All respondents acknowledged the diversity of origins of faculty and senior staff, many of whom were from outside Canada. When asked if the global staff population was changing there were mixed responses: two interviewees did not know, two reported a slight increase and the other two reported a noticeable increase.

The main barrier cited for the global recruitment of staff was immigration, with four interviewees mentioning it. Other barriers given were language and the same barrier that hinders all staff recruitment: financial.

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally.

When asked if the university provides sufficient emphasis to the local and regional markets one respondent stated that there were no local opportunities for graduates. Two respondents did not know the answer to this question and two said that there was sufficient emphasis locally and regionally although one said that was with the exception of in the Aboriginal community.

4.2.7 Lakehead: International Students

Without exception, respondents acknowledged the various positive contributions made by international students to the university community.

When asked how international students are integrated into the culture of the institution responses depended on the perspective of the interviewee. Those closest to the function said that it was very well organised and included nurturing applicants through the application process, meeting them at the airport, bringing them to campus and introducing them to the buddy system in place specifically to assist international students with adjusting to their new surroundings. Half of the interviewees did not know how it was handled and hoped it was satisfactory. The point was made that there was an option for international students to opt out should they so choose.

There were mixed views on whether home and international students integrated with each other at Lakehead. One interviewee said they did not know, one said it happened well, one said it happened in the classroom and in living arrangements. Others made specific comments suggesting that the Chinese, Asian and Nigerian students at Lakehead did not integrate very much whilst the French, British, Finnish and Norwegian students integrated more.

When asked if there was enough support for integration activities half of the respondents thought there was whilst half thought that there was not. Views were polarised, depending on the respondent's perspective and reference points.

Apart from one respondent who said that they did not know, all respondents thought that there was a pattern of global recruitment across Ontario and Canada with the CEC's Network Recruitment Fairs having a greater role, more universities going to more places, colleges recruiting internationally instead of just locally and it is now a priority for Ontario universities more than it was previously.

4.2.8 Lakehead: Overall

Looking forward to how the university plans to continue responding to globalisation, several references were made to resources being an issue. One interviewee indicated that the lack of direction was implicit acquiescence and therefore things would continue as they had been. Other responses indicated that there was some effort being made. One interviewee plainly said that they did not know.

On considering the financial viability of the plan, broadly speaking there was an acknowledgement that the budget was modest but so was the plan, so there was appropriate correlation between what was planned and how it would be funded.

On re-visiting the concept of local, regional and global priorities and how they are balanced, the overarching view was that the university gave more focus to regional and local than to global priorities. There was a mis-match as to whether regional was given higher priority than local or vice versa. There was overall agreement that global had the lowest priority.

When asked what benefits accrue to the university, it was interesting that half of the interviewees answered this from a learning, teaching and research perspective whilst the other half responded from a mandate and funding perspective. Main benefits from the latter group were to do with achieving targets and receiving funding to remain financially

viable. In the former group responses were much more humanist and emotive stating many, wide-ranging, direct and indirect benefits.

When asked about the major barriers in the recruitment of global students, all six respondents cited financial barriers and lack of resources as major barriers. The financial barrier was articulated not just from the institution's perspective but also from that of students who come from countries other than Canada. This was supplemented by various other barriers including:

- Institutional priority – it was suggested that if the university gave it a high enough priority, budget would be allocated
- Provincial government – each province is in competition with the others across Canada and federal government can also hinder progress as it is responsible for visa applications for foreign, incoming students
- Inherent racism – one respondent reported a professor saying: '*... this is not a Chinese university and you should stop trying to make it one!*'
- Reputation – Lakehead needs to be more visible and to make people know that it actually exists. One respondent reported that Lakehead's current reputation is '*last chance Lakehead*' due to it having the lowest entry requirements of all universities in Ontario
- Geography – the fact that Thunder Bay, Lakehead's main campus, is '*... fifteen hours of remoteness away*' from most potential undergraduate students is a major barrier.

It is obvious that respondents perceived there to be many barriers.

4.3 Nipissing

At Nipissing University the following people were interviewed:

- Vice-President, Academic and Research
- International Office Director
- Director of Admissions/Associate Registrar
- Executive Director, Student Affairs.

NB Nipissing only had two Deans and both withdrew from this study hence only four interviews were carried out.

4.3.1 Background and context

Nipissing University is a small, primarily undergraduate, liberal arts university located in North Bay, Ontario, Canada, on a 720 acre farm site overlooking Lake Nipissing. The university's character is defined by its rural location in north-eastern Ontario, a large Faculty of Education program with one-third of the total student enrollment, and shared facilities with Canadore College, North Bay's community college. While the roots of Nipissing University extend back to the 1950s, Nipissing University College was formed in 1967 as an affiliate of Laurentian University. Nipissing University received its charter as an independent university in 1992.

Nipissing University has programs in teacher education, arts, science, business and nursing. It has a developing research culture and is committed to playing a positive role in the educational, social, cultural and economic life of North Bay and north-eastern Ontario. The university has two faculties: the Faculty of Education and the Faculty of Arts and Science (delivering approximately 30 subjects). It currently has only two graduate programs: a Master of Education and a Master of Arts History.

The campus is co-located with Canadore College, sharing numerous resources including the library, cafeteria and gymnasium as well as security and healthcare services. Nipissing and Canadore run four joint programs from which students gain both a degree and a diploma. The Nipissing University Student Union and the Canadore College Student Representative Council jointly manage the Student Centre on campus and Frosh (Freshers') week activities. The campus seemed to be a collection of 1960s concrete buildings without very much open space evident.

North Bay is a city in rural, north-eastern Ontario with a population of 54,000 people. It is 330 km north of Toronto. Nipissing University has its main campus in North Bay and two satellite campuses located in Muskoka and Brantford. Nipissing offers off-campus courses in more than 40 communities in the region.

Muskoka Campus, 168 km south of North Bay and 194 km north of Toronto, was opened in August 1996 in the town of Bracebridge. The campus offers students the opportunity to study full-time or part-time towards three different Arts and Science degrees: Child and Family Studies; Culture and the Arts or a 3-year Liberal Arts degree. Muskoka includes six municipalities that have a collective population of 60,000 people.

Brantford Campus, 425 km south of North Bay and 102 km south of Toronto, was opened in 2002 and is located in the city of Brantford (90,000 population). The campus offers

education courses for professional development and part-time Masters of Education courses. Through a partnership with Wilfrid Laurier University, Brantford also offers a unique concurrent Bachelor of Arts/Bachelor of Education degree which is offered only at Nipissing's Brantford campus. In this program graduates receive both a Bachelor of Arts degree from Wilfrid Laurier University and a Bachelor of Education degree from Nipissing University.

In 2006/07, Nipissing had a student population of about 7,500 students (3562 FTEs), of which just over a half (51%) were full time. Of these, 32 FTEs were at Brantford and 200 FTEs at Bracebridge. There were approximately 550 students registered in the Concurrent Education program (collaborative with Wilfrid Laurier) at Brantford but they only counted for a fraction each in terms of FTEs as they only had a small amount of their program in Education (in year 5).

The university has seen significant growth over the past few years with full-time equivalent student numbers increasing from 2,201 in 1999/2000 to 4,062 in 2005/2006 (Nipissing University, 2008). Nipissing is still considered a small university.

Dr Dennis Mock became the University's President in 2004, having been interim President in 2003. The University Chancellor is David Brian Liddle, the insurance company executive. Nipissing aims to respond effectively to the opportunities and challenges inherent in its status as a young university while maintaining and building on the many positive qualities that make Nipissing 'such a special learning community'. Nipissing University is poised to enter a period of sustained development in its academic programs, research agenda, international activities and interaction with its regional and provincial partners (Nipissing University, 2005b).

In 2006/07 Nipissing had an international student population of 92 individuals, in two different categories: exchange students (25) and full-time and part-time undergraduate degree-seeking students (67), out of a total of 7,417 students (Nipissing University, 2007b; Nipissing University, 2007a). This was just over one percent of the total student population. International students came from: China; Finland; France; Gambia; Germany; Ghana; Grenada; Ireland; Japan; Kazakhstan; Kenya; Mexico; Nevis; Nigeria; Saudi Arabia; Southern Africa; St Lucia; St Vincent in the Grenadines; Sweden; Uganda; UK; US and Zimbabwe. Four students were from China, three from the Gambia and students were in ones and twos from all the other countries.

Unfortunately, there were only four interviews carried out at Nipissing, instead of the planned six, as both Deans withdrew from the study. Consequently, interviewees at Nipissing only included one academic position: the Vice-President, Academic and

Research. Prior to the author's visit to Nipissing, the Vice-President, Academic and Research raised some concerns from Nipissing regarding the author's position at Lakehead University and how data gathered at Nipissing would be used. Following the author's response to the concerns, the Vice-President, Academic and Research confirmed that he was satisfied that the research was independent of Lakehead University and full permission to proceed was granted.

The four interviewees all came across as thoroughly committed to Nipissing University although they had different understandings of the university's strategic direction.

Two of the four interviewees had worked at Nipissing for over twenty years, which seemed characteristic of the Nipissing staff population. It was of note that the President and the Vice-President, Academic and Research were both relatively new in post (3 years and 10 months respectively). Interviews ranged from 37 to 64 minutes in length.

It was evident that Nipissing was striving to become more globally-engaged but considered itself hindered by its size, location and (lack of) resources. It considered itself to be a young university playing 'catch-up' with universities that had been established longer.

4.3.2 Nipissing: Mission and Strategy

Nipissing's mission is published online. It states that:

'Nipissing University is a learning community that:

- commits itself to the highest standards in teaching, research and scholarly activities
- encourages students, faculty and staff to realize their full intellectual and personal potential
- prepares students to make positive contributions as citizens and leaders
- is committed to serving the needs of its regional, provincial and global communities
- commits itself to increasing accessibility to under-represented groups.

To achieve this mission, Nipissing University emphasizes excellence in teaching enriched by scholarship and research. It encourages meaningful interaction between students and faculty and participation in extra-curricular activities' (Nipissing University, 2005a).

The global dimension is mentioned in the fourth of the five descriptors, its presence

indicating its importance to the university.

Nipissing's Strategic Plan entitled 'Addressing Our Future', also published in 2005, is available online. It includes a vision for the university: 'Nipissing University is committed to providing a personalized student experience within a collegial learning community dedicated to creativity, innovation and excellence in teaching, research and scholarly activities'.

The Strategic Plan describes Nipissing as a young university with an exciting future that is '... poised to enter a period of sustained development in its academic programs, research agenda, international activities and interaction with regional and provincial partners'. Nipissing describes itself as having '... established a unique, student-centred academic culture in which quality is valued above size and the notion of 'community' is considered a core value...'

The Strategic Plan states five goals for Nipissing University:

1. To Enhance Our Academic Programs and Research Capacity
2. To Enhance Our Student Experience
3. To Improve Our Learning Resources and Facilities
4. To Develop Our People and Structures
5. To Enhance Our Profile.

Each goal includes several objectives and for goals one and five, respectively, there is an objective relating to the globalisation agenda (Nipissing University, 2005b).

The first goal includes: 'Explore and develop new opportunities to provide our students with a unique learning experience (e.g. co-op learning, leadership programs, international experiences, student success programs)' as objective four. One year after the Strategic Plan was adopted, Nipissing reports: 'Progress has been made on individual initiatives in this area including: co-op under consideration by the Accounting stream in the School of Business and Economics; Student Services has structured a series of activities into an annual Leadership Week; increased number of exchange agreements and student exchange participation; and the successful first year of the 'Biidaaban' service learning project. In the Fall of 2006, a Task Group will be struck to take a comprehensive look at new opportunities and co-ordinate existing activities' (Nipissing University, 2006).

The fifth goal states: 'Nipissing University is one of Canada's newest universities. We need to reach beyond our immediate community to build our profile and capitalize on our

successes to attract learners from Canada and the world while also providing accessibility to the diverse communities we serve, including Aboriginal peoples'. The 17th objective (fourth for this goal) is: 'Develop an infrastructure to support an international program through increased initiatives including international student recruitment, student and faculty exchanges to other countries and the creation and dissemination of internationally-related research' (Nipissing University, 2005b). In 2007, the International Planning Task Group (see 4.3.2.1), which formed to address this objective, reported its ten recommendations (Nipissing University, 2007c).

As both the mission and Strategic Plan goals include reference to the global agenda, one can assume that this is an area of priority at Nipissing.

4.3.2.1 The International Planning Task Group

In response to the Strategic Plan's 17th objective: 'Develop an infrastructure to support an international program through increased initiatives including international student recruitment, student and faculty exchanges to other countries and the creation and dissemination of internationally-related research', a 17-member International Planning Task Group, co-chaired by the Executive Director of Student Affairs and the Director of Admissions/Associate Registrar, was set up in September 2005. Both of these individuals were interviewed in this research.

The Task Group's mandate was to recommend strategies for developing an infrastructure to support an international program through increased initiatives including international student recruitment, student and faculty exchanges to other countries and the creation and dissemination of internationally-related research. The Task Group made ten recommendations via a comprehensive report produced to summarise its first year's progress against the Strategic Plan (Nipissing University, 2007c). The university said that whilst many of the recommendations were expensive to implement, each would be assessed as resources became available.

Nipissing University did not have an internationalisation strategy although development of one was implicit in the university's Strategic Plan and in this Task Group's mandate.

4.3.3 Nipissing: Culture

The respondents described Nipissing's culture as underpinned by it being a relatively young and small university with strong regional ties. The dominance of the Faculty of Education thus far and the growth of new professional programs were noted as

contributing to shaping the culture. There was consensus that the culture at Nipissing was in a transitional phase with significant ongoing change. The importance of being student-centred, family oriented, small and with diversity across students, was mentioned by the majority of interviewees.

All four respondents described the culture at Nipissing University as predominantly collegiate and not at all corporate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Two interviewees said the culture was enterprising and the other two said it was becoming enterprising. Examples of why Nipissing was considered to be collegiate include its small size and the fact that everybody knew everybody else there, and their business. Two interviewees acknowledged that all universities need to have a certain amount of bureaucracy and the other two said that Nipissing was not a bureaucratic university.

When asked: 'how does globalisation affect institutional culture?' Nipissing respondents all thought it had a positive influence. One interviewee described the widening of Nipissing's recruitment which had previously focused on local, predominantly Caucasian, female, 18-21 year olds who were keen to become teachers. There was only one slightly negative comment that was to do with losing some of the '*small town*' culture with increased globalisation.

Three out of four respondents agreed that the culture necessary to sustain globalisation was one that was out-going, outward looking, open and forward thinking. The remaining interviewee thought that it was not just about the people from other cultures but all the aspects of different cultures. One of the interviewees remarked on the divide between northern and southern Ontario.

There was a unanimously shared view that the culture at Nipissing had changed in recent years and that it was continuing to change. One interviewee talked about the academy at Nipissing changing with faculty renewal. Mention was made of administration, faculty and governance all changing as part of a bigger transition underway at Nipissing. All interviewees thought that the culture at Nipissing was, for the most part, supportive of the global dimension and one thought the support had become stronger in the last two years. Two interviewees thought this because they had no evidence to suggest the contrary.

4.3.4 Nipissing: Strategic Planning

The interviewees described the nature of strategic planning at Nipissing variously but all indicated that it was an inclusive process. It was generally understood that it was a

structured process that had direction from the President and the Board of Governors and that it relied on engagement with the university community and on some individuals (faculty and staff) to deliver its outcomes.

Two respondents described the role of the Strategic Plan in institutional transformation similarly as '*huge*'.

4.3.5 Nipissing: Globalisation Strategy

When asked if the university had a strategy for globalisation all four respondents said there was one being developed and two mentioned the Strategic Plan of 2001 that featured a plan for internationalisation.

When asked how the Strategic Plan had evolved, two respondents described, in varying detail, the previous Strategic Plan and how it evolved and included a piece on internationalisation. One of these two interviewees mentioned progress made since the previous Strategic Plan, produced in 2001. Two interviewees said that an internal committee was established to make recommendations for a globalisation strategy. One called it an 'International Task Force' and the other a 'Strategic Planning Committee' but both said it would produce recommendations for a Strategic Plan. The other interviewee said that new faculty had been the driver.

When asked why Nipissing had done it this way, there were three different answers: two interviewees said that the students needed it; three said that the university needed to do this to remain competitive and therefore viable and one said that senior administration and the President were the reason.

Regarding whether Nipissing had made any assumptions when choosing to develop its strategy for responding to globalisation, one interviewee said that it made less assumptions than it used to, assisted by the number of student surveys carried out and another said that the only assumption made was that Nipissing had to become more globalised.

There were several significant internal and external drivers noted by the interviewees which included:

- The university's changing culture
- Recognition of the educational component brought with a global involvement
- A desire to be more multi-cultural

- A financial need
- Various agencies promoting Canada in a global context such as the Council of Ontario Universities (COU) and the Ontario Council of Academic Vice-Presidents
- Student feedback.

There were various responses regarding the scope and timescale of the strategy with all interviewees agreeing that the scope was wide-ranging. With respect to timescale two interviewees said there was a five year timescale, one said they did not know and the other said it was based on one, two, five and ten year plans.

When asked how the strategy filters to their department/unit two interviewees said that they were responsible for ensuring its implementation, one said that it would determine the allocation of monies and the other said it was huge as it affected all areas of the university and academic programming in particular.

There was a lack of specifics regarding perceived instruments available to secure the strategy's implementation. One interviewee mentioned that the Academic Plan was the main instrument, two others said that people, including faculty, were the main instruments and the other interviewee did not know.

4.3.6 Nipissing: Global Recruitment

There were three main reasons given in answer to the question: 'why does this university recruit students globally?' Three interviewees said it was important for Nipissing to provide a more globalised community for domestic students. Two interviewees said that Nipissing needed to have a diverse culture and two said it was important to give international students a Canadian education and experience.

When asked: 'how is global recruitment carried out?' two interviewees stated that it was not done very well, it was not truly serious and that Nipissing did not use agents overseas. One said that it was more about student exchanges and placements than about degree-seeking students from overseas, but that this had to, and would, change. Two interviewees said that the Registrar's Office and the Office of Admissions and Liaison were responsible for international recruitment and the International Office had the support role once students had been admitted. Two interviewees mentioned the role of federal government via the Canadian Education Centre Network and the Canadian Foreign Service for Education through Embassies. There was a general sense that there needed to be a strategic drive to increase the number of international degree-seeking students at Nipissing. Language was mentioned as a barrier that would need to be overcome, by one

interviewee. They went on to mention that the potential Eastern European market also has language issues and that perhaps Africa was where they should be focusing recruitment efforts. Another issue mentioned by this interviewee was that of the resources required to review overseas documentation.

Respondents generally did not know what the university's strategic goals for global recruitment were. Two interviewees said that they were yet to be established, one said that there were none and the other said that the strategic goal was '*... to change the culture of the university and to have more international flavour*'.

All interviewees agreed that global student recruitment was being led by the Registrar's Office with direction from the President and senior administrators. Two interviewees stated that this was not enough human resource.

There were several different trends reported by the interviewees with regards to their perception of global recruitment. Two mentioned that there was a trend for an increasing number of international students coming to Nipissing. The following trends were each mentioned by one interviewee:

- An increasing number of Nipissing students going abroad to study
- An increasing number of Education students having a placement experience abroad
- An increase in the number of the countries that international students were coming from
- An increase in the number of international applicants not completing the process of application
- International students wanting flexibility on Nipissing's entry requirements especially with respect to language
- An increase in the number of domestic students '*getting it*' and demanding global opportunities.

These countries were mentioned as 'exporting' students to Nipissing: the Caribbean; Europe; Eastern Europe; Mexico; Africa and Kazakhstan. Other trends mentioned were that many students recruited overseas were actually Canadian citizens or landed immigrants choosing to live overseas and that many overseas applicants chose to study in an Ontario High School prior to studying at university.

One interviewee mentioned the world shrinking as one of the reasons for the trend in global recruitment. Other reasons included: the danger of being too reliant on one market;

the need to meet targets; revenue; government-led initiatives; the economy in 'exporting' countries and the work of individuals at Nipissing.

There were many enablers articulated for global recruitment including: universities becoming more competitive; students being more globally-aware; the university's original strategy and various people including senior administration, those with roles in globalisation and the community of North Bay.

Barriers cited to global recruitment of students were mainly concerned with the cost associated with recruiting from overseas; three out of four interviewees mentioned this. Other barriers included: the negative views some people had of globalisation; Nipissing's lack of flexibility with respect to admissions' standards; the small size of Nipissing University and the international recruitment team and Nipissing's remote location in north-eastern Ontario.

With respect to where the power lies regarding global recruitment of students, one interviewee said it lay with the President, one said the President and staff had a polarity of power, one said the International Office and the other said that academic leaders held the power.

When asked: 'how global is the staff population at the university?' interviewees were unanimous in saying it was not at all global. There was an acknowledgement that new faculty tended to have more global experience and diverse backgrounds, compared to older faculty, although most were still Canadian.

When asked if the global staff population was changing all four interviewees said that it was increasing for faculty.

Two major barriers were cited for global staff recruitment: Canada's immigration policy and North Bay being remote, small and not well known. One interviewee mentioned that recruitment of global staff had been made slightly easier by new government regulations. Other barriers included Nipissing's pay scale not being as good as that of larger, urban universities and the lack of professional opportunities in North Bay for the partners of faculty. One interviewee said they were not aware of any barriers.

With respect to how regional and local constituents respond to the university's global recruitment three interviewees said it was very positive whilst one said it was mixed. Those of the former opinion said that the university had good support from the City of North Bay for its international endeavours. One interviewee said that there had been a significant improvement in this over the past four years and another interviewee

mentioned that the City of North Bay commented publicly on how the university had brought globalisation to the community and how the City benefits from it.

When asked if the university provides sufficient emphasis to the local and regional markets, one interviewee said no, two said yes and one said that more could always be done.

4.3.7 Nipissing: International Students

Three out of four interviewees acknowledged the tremendous impact made by international students to the university and wider community. Interviewees mentioned these contributions: representing their countries and cultures; contributing to the student culture; bringing a *'joie de vivre'* to residences; creating diversity on the campus; demonstrating successes and self sufficiency of international students. One interviewee was slightly less positive about the contribution made by international students saying that it raised some new issues.

When asked how international students are integrated into the culture of the institution, responses indicated that the main strategies were by including international students in all activities and assigning them a student mentor who would support them for a year. The consensus was that international students were integrated extremely well due to their bespoke orientation program, the support on campus for them and the International Student Club.

All interviewees thought that home and international students integrated well with each other at Nipissing. They said this integration happened through various means including: the strategic planning process; faculty facilitated discussions in the classroom, the Student Union and club activities, cultural events and guest speakers on campus.

When asked if there was enough institutional support for integration activities, the view was unanimous: *'... there could always be more support, is it ever enough?'* Although the responses were not entirely positive, neither were they negative.

4.3.8 Nipissing: Overall

In the context of the university as a whole, and its future plans, three of the interviewees indicated that the future plans of the university involved finalising the new strategy and then implementing it. One respondent did not mention the strategy being developed but indicated that there was a plan to enhance international activities.

Three interviewees said that they thought Nipissing's plan for the future was financially viable. The remaining interviewee had not mentioned the emerging strategy and said that there were no plans and therefore no resources for enhanced recruitment.

On re-visiting the concept of local, regional and global priorities and how they were balanced there were four different views:

- *'... they are quite well balanced'*
- *'... local and regional come first and global second'*
- *'... don't know...I think they are equally balanced'*
- *'You know what, I don't know the answer to that. I don't know how we balance them. I think sometimes it just depends on who is making the decision at the time.'*

When asked what benefits accrue to the university, three interviewees described the various beneficiaries, not limiting their responses to how the university benefited. The following were included as examples of benefits:

- A better learning environment for students
- A better experience for students
- An opportunity to work with the community and the region
- A better sense of community
- Economic, social and cultural improvements.

The remaining interviewee focused on the importance of making connections with other countries.

When asked about the major barriers in the recruitment of global students, all four interviewees cited resources as the main barrier and two mentioned government resources as well as the university's choice of resource allocation. The other major barriers, mentioned by two respondents, were the perceptions and attitudes at Nipissing. The lack of community support (in the sense that there were not already international communities in North Bay) for incoming students to relate to and be supported by, was another barrier that was mentioned, as was the small size of Nipissing University.

4.4 Trent

At Trent University the following people were interviewed:

- Vice-President (Academic)
- Director, Trent International Program (TIP)
- University Registrar (who invited the Assistant Registrar - Admissions and Recruitment to also be part of the interview: they were counted as one interviewee as they had similar views and one supported the other's points)
- Senior Director of Student Affairs and Community Partnerships
- Dean Arts and Science.

NB Trent University only had one Dean hence there were only five interviews carried out.

4.4.1 Background and context

Trent University is a liberal arts oriented institution located along the Otonabee River in Peterborough, Ontario. It was established after public discussion in 1957 that explored the possibility of opening a post-secondary institution in the Trent Valley. In 1963, the university received a provincial charter and it went on to open Rubidge Hall (the original administrative building, housing the Registrar and the President's offices, located in the middle of downtown Peterborough), Traill College and Peter Robinson College in 1964. The first students were admitted in September, 1964.

The Symons (main) campus of Trent University is approximately 14.6 square kms, over half of which is a part of Trent's Nature Areas, an ecologically diverse wildlife preserve. It houses a series of colleges: Champlain; Lady Eaton; Otonabee; Peter Gzowski and Julian Blackburn. In addition there is the Catharine Parr Traill College located in downtown Peterborough. Trent is one of only a few universities worldwide, built on the 'college' system with its smaller units of living and learning. Each college has its own history, tradition and character that combine to form the university as a whole. These residential colleges can be likened to intimate neighbourhoods in an active city.

Trent's colleges provide a range of services including residence, meals, social activities and academic advising. The college system is a unique tool enabling students to interact with staff and faculty on a personal level because it incorporates classrooms, departmental and administrative offices and residences into its community. Each college has its own residence hall, dining room, professors' offices, small lecture halls, seminar rooms and student government. The exception is Julian Blackburn, which is primarily

used for part-time students and administrative purposes. It was recently decided that Traill College will be converted from undergraduate to a primarily graduate studies college from September 2009. Traill College acts as a vital link between Trent University and the Peterborough community.

The campus plan and the original colleges were designed by the Canadian architect Ron Thom and a large portion of the main campus consists of land that was donated by GE Canada. This donation included a functioning hydroelectric power plant, dating from the 1890s, which still generates the majority of the university's electricity. The power plant is currently being updated and a second generating plant is being considered.

The university's compact size helps create an atmosphere of intimacy, as does its setting. Trent places heavy emphasis on interaction and teaching in small groups and its internal structure, with five residential colleges, heightens its sense of community. Each undergraduate student belongs to a college and more than 1,200 live in college residences.

Trent offers a wide range of undergraduate programs across the humanities as well as social sciences, professional programs and education but its academic hallmark is its selection of interdisciplinary programs such as Canadian, global and women's studies. Another hallmark is its Native Studies program, the oldest of its kind in Canada. More than 75% of Trent students pursue combined or interdisciplinary degrees. Trent has a small number of graduate programs, including Anthropology, Archaeology, Canadian and Native Studies, some interdisciplinary studies and Watershed Ecosystems. In 2006/07, 277, or 3%, of Trent's students were postgraduates.

The city of Peterborough has a population of 74,600 people and is 135 km from Toronto. The university's student population, in November 2006, was 8,327 full-time and part-time students of which 738 were at Trent's Oshawa campus, at the campus of the University of Ontario Institute of Technology (UOIT) and Durham College. Oshawa is 80 km from Peterborough and 71 km from Toronto and is home to several of Trent's tenure-track professors. At Oshawa, students may obtain degrees in Anthropology, Biology, Computer Studies, Cultural Studies, English, Environmental & Resource Studies, History, Psychology, Sociology and Women's Studies. Trent at Oshawa also has small classes and a tightly knit student body.

Trent has seen steady growth in recent years, with student numbers increasing from just over 6,000 in 2002 to more than 8,000 in 2006. Student numbers at Oshawa have remained slightly above 700 each year.

Bonnie Patterson became President of Trent University in 1998 after serving as President of the COU, which represents the interests of Ontario's 18 universities. The University Chancellor is Dr Roberta Bondar, the physician, scientist, photographer and first Canadian female astronaut. Trent University aims to continue to develop as one of Canada's best small universities. It is developing its interdisciplinary graduate programs and research opportunities.

In 2006/07 Trent had an international student population of 377 (not including international co-op enrolment and work term enrolment) out of a total of 8,327 students. This equates to 4.5% of the student population being international (Trent University, 2007a). They were all undergraduates and were from over 80 different countries including:

- China (over 100 students)
- Africa (60 students)
- Caribbean (15-25 students)
- Malaysia (15 students)
- South Asia (15 students)
- Latin America (15 students).

The six interviewees all came across as thoroughly committed to Trent and each showed a sense of pride in their university. Most had been employed at other universities and were able to use previous experience as a comparator. They had been employed at Trent for lengths of time varying from less than a year to seven years and interviews ranged from 44 to 78 minutes in length.

It was clear from all respondents that global recruitment and having a significant number of international students at Trent is important for the university and it is interesting that Trent uses the strap lines: 'LEARNING TO MAKE A WORLD OF DIFFERENCE™' and 'THE WORLD BELONGS TO THOSE WHO UNDERSTAND IT™' in their marketing. Both phrases demonstrate an underlying commitment to being part of the global community.

Another theme that emerges from the interviews is that Trent does not have a good history of planning and that it is a relatively new phenomenon. There is a broad acknowledgement of its necessity, but still a sense of it not being fully embraced and embedded across the university.

4.4.2 Trent: Mission and Strategy

Trent University's mission, statement of goals and institutional goals are published online. The mission does not mention commitment to the global dimension but it does mention the collegial culture at the university: 'Trent University aspires to be Canada's outstanding small university known for its commitment to liberal undergraduate education in the humanities, social sciences and natural sciences and to the centrality of the individual student. Within a collegial setting the University offers undergraduate and graduate programs, both traditional and inter-disciplinary, which seek to advance learning through the creative interaction of teaching and research of the highest quality.'

To supplement the mission, the university has a statement of seven goals and seven institutional objectives. Although the global dimension is not mentioned in the statement of goals, the importance of having a diverse student body and the benefit of partnerships are included in the second goal: 'To offer a distinctive, excellent and continually evolving teaching program that responds to the needs of an increasingly diverse full and part-time student body' and the sixth: 'To develop, in the pursuit of the advancement of learning, mutually beneficial partnerships and linkages with universities, colleges, schools and other public and private sector institutions and organizations, including our alumni'.

The first institutional objective relates to the global dimension: 'Recruit and retain students from within and beyond Canada who will benefit from Trent's programs and who will contribute to university life'. Other institutional objectives focus on the types of programs (undergraduate and postgraduate), teaching methods and the desire to maintain small group teaching, the desire to recruit and retain the best faculty and staff and advancing learning through quality teaching and research.

The global dimension is therefore only acknowledged directly once in the mission, statement of goals and institutional goals and it is in the context of recruiting students from beyond Canada.

Trent has a new, university-wide, Strategic Plan entitled 'A Strategy for Trent University 2007-2014' which is also published online. This document, also known as 'Strategic Directions 2014' builds on the 'Strategic Directions for Trent University 2003-2010' document that was approved by Senate in 2004. In updating its Strategic Directions, Trent expected to continue with many of the initiatives underway although significant changes in the provincial scene and internally at Trent necessitated the adjustment of some of the strategies. The two over-riding themes of Trent's history: 1) striving for

excellence in teaching and research and 2) the question of financial sustainability, continue to be as relevant for the new Strategic Plan as they had been earlier.

In planning for the future, one of the issues Trent faces is that meeting undergraduate international enrollment targets will continue to be a challenge as more universities increase their international recruitment activities.

Taking this, and other factors, into consideration one of Trent's overarching strategies for the 2014 plan was to maintain an undergraduate enrolment of around 8,000 students. Given government policy and funding, it could have been desirable to increase enrollment however it was acknowledged that increases in student numbers would only be small and Trent would therefore continue to be one of only four universities in Ontario with an enrollment that was planned to be less than 10,000.

To accompany Strategic Directions 2014, a vision endorsed by Senate is for Trent: 'To develop a learning environment which ensures that the individual student is knowledgeable, thinks critically, is socially conscious and is prepared to make a difference in society'. A series of statements describing a preferred future for Trent include:

- Trent students will be actively engaged in their learning, in the university community and external and international communities
- Trent's graduate programs will be recognized nationally and enrol highly qualified Canadian and international students
- Trent will be an engaged university contributing to the advancement of local, national and international communities.

A series of stated strategies are included:

- Increasing the enrolment of international students to 700
- Doubling Trent students' participation in study abroad to 200
- Enhancing Trent International Program (TIP)'s contributions throughout the university
- Providing teaching release to faculty who take lead roles in national and/or international research projects.

All of these strategic targets also feature in the 2010 Strategic Plan. Integral to the global dimensions of the Strategic Plan at Trent is the Trent International Program (TIP), whose mission is included as an attachment to the Strategic Plan document. Due to its importance in how Trent responds to globalisation, a summary of TIP and its mission

follows.

4.4.2.1 The Trent International Program (TIP)

TIP is committed to internationalising undergraduate education and providing personalised support to international students. TIP offers the opportunity for students from many countries to live and study together in a global community. TIP provides service, support, information and a sense of home to:

- International students who are interested in studying in Canada
- Canadian students and others who want to incorporate a period of study abroad or international exchange into their education at Trent
- Students who want their university social life to be filled with international friends and fun
- Alumni with international backgrounds, interests and perspectives
- Faculty and staff who are engaged in building Trent international resources and opportunities
- Students who have an interest in Global Studies.

TIP acknowledges that students with substantial international perspectives and experiences enrich the university and the community academically, financially and culturally. TIP aims to be a core and catalyst for Trent University's internationalisation. In collaboration with alumni, international education colleagues, foreign partners and friends of Trent across Canada and around the world, TIP serves students, faculty and staff at all levels of the university as well as the Peterborough community. TIP is Trent's core agency for providing international services.

As a catalyst, TIP strategically supports the ideas and interests of students, faculty and academic departments in order to synthesise the international strengths and resources of the university.

TIP realises its mission by:

- Attracting and retaining highly qualified students from a broad range of countries
- Increasing opportunities for Trent students to study, work or intern overseas
- Facilitating international curriculum and research
- Strengthening ties with alumni and international partners
- Maintaining and developing sources of scholarship funding for student and faculty international activity.

TIP believes that every Trent student should have the opportunity to develop their sense of global citizenship by living, learning, and making lasting friendships with people from many parts of the world (Trent University, 2007b).

4.4.3 Trent: Culture

All interviewees described the culture at Trent using their own words which of course varied. None of the respondents asked for clarification regarding what was meant by the question. Several interviewees described it as lacking in structure that could coordinate its activities and allow it to define its culture better. One interviewee mentioned that academically it was completely unstructured with an absence of requirements for its Arts and Science programs, unlike at other institutions where there were stringent requirements. There was mention of the founding and early faculty, having different views from those who had joined Trent's academic community more recently. Several interviewees mentioned the college structure, the small size, the natural beauty of the campus and the sense of the campus community as defining the culture.

Another theme used by respondents to describe the culture at Trent was that of inclusivity at the campus with an expectation that international students add to the vibrancy and dynamism there, for their own and other students' benefits. The slogan used by TIP: 'WHERE THE WORLD LEARNS TOGETHER' captures this. It is clear that students are at the centre of Trent's activities and that faculty engage more with students than at some other universities.

All interviewees described the culture at Trent University as predominantly collegiate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Two interviewees said the university was becoming more bureaucratic as external factors required it. Three interviewees said that Trent was definitely not corporate in its culture although one said it needed to be more corporate. One interviewee said the university was becoming enterprising whilst the other four said it was not an entrepreneurial place and it did not need to be.

When asked: 'how does globalisation affect institutional culture?' Trent interviewees were unanimous in their positivity about the affects. Trent encouraged students to study abroad for a year so that they brought back their cultural, as well as academic, experience and that impacted the university's culture. Curriculum was mentioned in four out of five interviews in response to this question. Two respondents mentioned Trent's tag line: 'THE WORLD BELONGS TO THOSE WHO UNDERSTAND IT™'.

Interviewees agreed that the culture necessary to sustain globalisation was an open one with willing faculty and supportive administration. Marketing was cited as an important element as was coordination.

There was a unanimously shared view that the culture at Trent had changed in recent years with examples given of the culture becoming more administrative and bureaucratic, there being increased global research but not an increase in the number of international student numbers per se. All interviewees said that the culture was continuing to change.

All interviewees were certain that the culture at Trent was supportive of the global dimension, without a doubt. Two interviewees included a caveat in their responses, to do with improved procedure being necessary and the lack of true diversity currently being supported on the campus.

4.4.4 Trent: Strategic Planning

In four interviews the nature of strategic planning was described as collegially approached. The interviewee who could not describe it just said: *'We don't have a good track record of planning.'*

Three interviewees described the role of the Strategic Plan similarly and mentioned setting targets, keeping the institution on track, allowing a measure of progress, giving direction and reference points, being a guide post and a mile post and generally bringing everything together. Two interviewees were less positive about the role of the Strategic Plan.

4.4.5 Trent: Globalisation Strategy

When asked if the university had a strategy for globalisation one interviewee was sure that it did, one said that it just covered recruitment and three said that there was not a strategic plan, per se.

As there was an inconsistent view about whether a Strategic Plan for globalisation existed, the interviewees of course described different ways that it had evolved. Two interviewees mentioned the International Committee and one said that it had only been in existence for the past 18 months so it was too early to say what the consequences were going to be.

When asked why Trent had done it this way, there were four different answers: to build on tradition; because of the importance of the revenue it generates; to be part of the global community and because of the lack of budget and the type of culture at Trent.

There were several significant internal and external drivers noted by the interviewees. These included: change of senior staff; faculty wanting diversity of students in the classroom; new revenue sources being necessary due to narrow provincial funding; Trent not having a good record of planning and the drive to recruit top students. One interviewee mentioned that in the future Trent would also need to recruit international graduate students.

There was a lack of knowledge regarding the scope and timescale of the strategy with only one interviewee stating any numbers.

When asked how the strategy filtered to their department/unit two interviewees gave examples of working with different areas such as: the Registrar's office; Student Services; the Recruitment team; Communications; Health Services; Counselling; Food Services and Careers and Disability Services all of which have an impact on global student recruitment. One interviewee described a curriculum initiative that they were coordinating; they went on to acknowledge that this was outside of the International Committee's work and that: *'... a lot of that happens at Trent. We are not used to having strategies or grand plans.'*

There was a lack of consistency regarding perceived instruments available to secure the strategy's implementation. Responses included Trent's Report Card; marketing; public relations and branding and the possible development of an Instructional Development Centre at Trent.

4.4.6 Trent: Global Recruitment

The reasons given in answer to the question: 'why does this university recruit students globally?' included reference to the pedagogical value for Canadian and international students, making financial sense, the value of a diverse community on campus, to ensure institutional survival and for altruistic reasons. Four interviewees mentioned the importance of a global environment on campus and in the classroom as being important at Trent whilst two mentioned the revenue it generated.

When asked 'how is global recruitment carried out?' all interviewees referred to the TIP's role in leading the process. In addition, two interviewees mentioned the CEC network and one mentioned the Council of International Schools (CIS) as being important elements for

Trent. One interviewee mentioned advertising in international publications and collaborating in a group with other Canadian universities including Toronto, Queens, McGill, Western and York. Another interviewee mentioned the Liaison Department, alumni, executive and faculty at Trent having a role.

Two of the five interviewees knew exactly what the university's strategic goals for global recruitment were: 700/10% by 2014. The remaining three knew that there was a goal but did not know what it was.

All interviewees agreed that global student recruitment was being led by the Director of TIP. One interviewee clarified this by saying that the responsibility lay with the Vice-President (Academic) and Provost but that it was mainly delegated to the Director of TIP.

There were different trends reported by the interviewees with regards to their perception of global recruitment. Two mentioned that there was a clear trend of increased competition across Canadian universities as international recruitment was seen as a revenue generator whilst provincial funding was shrinking. The same two interviewees mentioned that Canada was competing with the US and Australia to attract international students. Two interviewees mentioned the trend of international students coming from China and South East Asia (India) and one suggested that the relatively new English as a Second Language (ESL) program at Trent could be a possible reason for this. The other mentioned that there had been a trend for fewer Canadian students to take study abroad opportunities and suggested this may be to do with perceived safety concerns abroad in the current climate of terrorism around the world. The remaining interviewee could not describe any trends.

There were many enablers articulated for global recruitment including: Trent's brand and reputation for international students; the generous scholarships available; Trent's sense of community and its close proximity to Toronto. Barriers cited to global recruitment of students included time and money.

With respect to where the power lies regarding global recruitment of students, there were a variety of responses but all interviewees said that the TIP Director had a key role. Other suggestions of where the power lies were: the Vice-President (Academic) (two interviewees), the President (one interviewee), the Director of Finance (one interviewee), the Liaison team (one interviewee), students (one interviewee) and the Registrar (one interviewee).

All interviewees stated that there were more diverse faculty than staff members at Trent. When asked if the global staff population was changing there was an overall sense that for faculty it was but that for staff it was not.

Two interviewees said there were no real barriers to recruiting global staff. The other three interviewees gave several reasons including: Peterborough's homogeneity and lack of cultural and ethnic diversity; the lack of 'community' in Peterborough (leading to faculty choosing to live in Toronto) and the limited number of graduate programs at Trent. One interviewee mentioned the general challenges for attracting any professional people to Peterborough, global or local.

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally.

When asked if the university provided sufficient emphasis to the local and regional markets only one interviewee said that it did not.

4.4.7 Trent: International Students

Without exception, interviewees acknowledged the broad and positive contributions made by international students to the university community.

When asked how international students were integrated into the Trent's culture responses all included reference to TIP camp and its importance in the process. Three interviewees mentioned the lack of segregation of international students in college residences as being an important part of their orientation and clubs, organisations, committees and social events were also given as examples of how integration happened.

All interviewees thought that home and international students integrated with each other at Trent. There was a consistent view that this happened in the classroom, in clubs and groups, on committees, in student government and generally via shared interests.

When asked if there was enough institutional support for integration activities, there was only one negative response.

4.4.8 Trent: Overall

In the context of the university as a whole, and its future plans, all of the interviewees indicated that the recruitment of international students would continue and would grow.

Curriculum development and global research collaborations were also mentioned as important in future plans as was the study abroad program.

All interviewees said that they thought Trent's plan was financially viable, although one said it was only viable in the short term.

On re-visiting the concept of local, regional and global priorities and how they were balanced, the overarching view of Trent interviewees was that whilst recruitment targets broke down the target number of international, Ontario and outside of Ontario students, there was a sense that it was more important to balance the budget and to recruit quality students, regardless of their origin.

When asked what benefits accrue to the university, it was interesting that four of the interviewees answered this from a cultural perspective mentioning the pedagogical value of a multicultural campus for both students and staff. One of these respondents also stated that it was important for the university to understand its place in the global context.

When asked about the major barriers in the recruitment of global students, the lack of resources at Trent and Peterborough's size and community were cited as barriers by three interviewees each.

Other barriers cited included:

- Time: *'With recruiting international students barriers are time and money'*
- Pedagogy: *'... lack of knowledge or training in our faculty on how really to include international perspectives'*
- Location of Trent: *'... the reality is we're off the beaten path and we're not that large and it's a lot harder to generate the level of interaction and diversity than it is at a larger campus'.*

This chapter has summarised the findings at each of the case study universities. Chapter 5 seeks to provide answers to the research questions before discussing the findings with reference to the literature and then making recommendations and suggestions for future research.

Chapter 5 Discussion and Recommendations

Eight research questions, identified in Chapter 1, are considered to be important in this study. The primary research questions are:

1. How do the case study universities respond to the challenges and opportunities of globalisation? (in terms of the scope of their activities and the targeted countries of origin of international students)
2. What factors have determined and affected these responses? (in terms of internal and external drivers from the interviewees' perspectives)

More specific research questions are:

3. How does organisational culture influence the university's response to globalisation? (in terms of the interviewees' conceptualisations of culture and the scope of activities at the institution)
4. What is the role of strategic planning in the determination and delivery of institutional responses? (from the perspectives of the interviewees and the institution)
5. How are institutional strategies that respond to globalisation defined and implemented? (from the perspectives of the interviewees and the institution)
6. How do local, regional, national and global issues balance with each other in institutional responses? (from the perspective of the interviewees)
7. What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions? (in terms of the scope of activities carried out)
8. How might the strategies that respond to globalisation be adjusted for the future? (in terms of the scope of activities carried out).

The themes relating to these questions are investigated in the literature review, in Chapter 2, and inform the research method used, described in Chapter 3. Having reported the findings of the case studies in Chapter 4, this chapter sets out to provide answers to the research questions, relate the findings to the literature, offer insightful discussion, recommendations and suggestions for future research.

It is important to clarify the status of the data and the findings in this research to avoid possible misconceptions in their interpretation. All of the findings in this research emanate

from the interviews with senior staff and faculty at the case study universities (see 3.3.2.2 for clarification on which individuals were interviewed). The findings presented in this thesis are not substantially based on observations at the universities studied and neither are they the 'official' university view. They are derived from the perspectives and insights given by the key individuals during their interviews. The individuals interviewed all hold senior positions at the case study universities and in that context are both informed and influential.

During the interviews it is possible that interviewees reported the 'party line' rather than the reality, should these two perspectives have differed. The triangulation used in this study was across individual interviewees and also with the quantitative data retrieved, such as strategic plans, policy statements etc. It could have been that all the interviewees simply reported the 'official view' that was then triangulated with the appropriate policy document. This did not seem to be the case, however, as there were different accounts reported by interviewees, some matching the overt policy and some contrasting it. In this discussion, therefore, the term 'university' refers to the perceptions given by the interviewees and not to the official university view.

5.1 Research Questions: answers and discussion

Answers to each of the research questions are now considered and discussed individually, in some detail, before overall recommendations and suggestions for further research are given (5.2).

5.1.1 How do the case study universities respond to the challenges and opportunities of globalisation?

The case study universities exhibit both similarities and differences in their responses to the challenges and opportunities of globalisation. The most common responses are shown in Table 5-1, in order of importance, and in Table 5-2 as comparators.

All the case study universities recruit non-domestic students, with varying success and strategic priority, and consider it to be important. The percentage of international students on campus ranges from 1.2 at Nipissing to 8.5 at Brock. The recruitment of students from different parts of the globe has always been important to Canadian universities but this has increased significantly in importance in recent years for economic, social and cultural reasons (Association of Universities and Colleges of Canada, 2004).

Table 5-1 Most Common Responses to Globalisation, in Order of Importance

Brock	Lakehead	Nipissing	Trent
international student recruitment; international enrollment = 8.5%	international student recruitment; international enrollment = 1.9%	international student recruitment; international enrollment = 1.2%	international student recruitment; international enrollment = 4.5%
faculty, staff and student mobility	faculty and student mobility	international teaching placements	year abroad student placements
fostering international research and collaboration			global curriculum
international curriculum			global research

Table 5-2 Most Common Responses to Globalisation as Comparators

Brock	Lakehead	Nipissing	Trent
international student recruitment; international enrollment = 8.5%	international student recruitment; international enrollment = 1.9%	international student recruitment; international enrollment = 1.2%	international student recruitment; international enrollment = 4.5%
faculty, staff and student mobility	faculty and student mobility	international teaching placements	year abroad student placements
international research and collaboration			global research
international curriculum			global curriculum

Nipissing is the least developed with its responses, overall, many of which are still being developed and are at the planning stage. Lakehead is only slightly ahead of Nipissing with its overt recognition of the opportunities brought by globalisation to the university. Lakehead has attempted to respond in at least three ways but there is little evidence of progress for the responses to date, other than the acknowledgment of their importance. The only measure for which Lakehead is ahead of Nipissing is the percentage of its student population that is international, although both universities only have a negligible international student population (1.2% and 1.9% respectively).

According to Davies' model for the development of internationalisation strategies (2.7.1.2) Brock has a 'central-systematic strategy', Lakehead has an 'ad hoc-marginal strategy', Nipissing has an 'ad hoc-marginal strategy' and is planning to develop a more 'central-systematic strategy' and Trent has an 'ad hoc-central strategy'. This is discussed in more detail and with respect to the development of entrepreneurial cultures and how universities' strategies might be adjusted for the future in 5.1.8.

The case study universities cite many reasons for their non-domestic student recruitment which are summarised in Table 5-3, in order of importance, and in Table 5-4 as comparators. The main countries of origin for non-domestic students are shown in Table 5-5.

Table 5-3 Main Reasons for International Student Recruitment, in Order of Importance

Brock	Lakehead	Nipissing	Trent
the value of diversity	revenue generation	the value of diversity	the pedagogical value for all students
revenue generation	it would look bad if we did not do it (optics)	a better sense of community and a better learning environment	revenue generation
to respond to the danger of being too reliant on one market	the value of diversity	an opportunity to work with the community and the region	the value of diversity
to meet student recruitment targets	the support available due to having an international faculty	economic, social and cultural improvements	to ensure institutional survival
the economy in 'exporting' countries	moral obligation		for altruistic reasons
the work of individuals at Brock			
government-led initiatives			

Table 5-4 Main Reasons for International Student Recruitment, as Comparators

Brock	Lakehead	Nipissing	Trent
the value of diversity	the value of diversity	the value of diversity	the value of diversity
revenue generation	revenue generation		revenue generation
to respond to the danger of being too reliant on one market			
to meet student recruitment targets			
the economy in 'exporting' countries			
the work of individuals at Brock	the support available due to having an international faculty		
government-led initiatives			
			to ensure institutional survival
	it would look bad if we did not do it (optics)		
	moral obligation		for altruistic reasons
		a better sense of community and a better learning environment	the pedagogical value for all students
		an opportunity to work with the community and the region	
		economic, social and cultural improvements	

Table 5-5 Main Countries of Origin for Non-Domestic Students

Brock	Lakehead*	Nipissing*	Trent
China	China	China	80 countries including:
India	India	Gambia	China
the US	Pakistan	Finland	Africa
the Caribbean	Bangladesh	France	the Caribbean
40 other countries	Singapore	Germany	Malaysia
	Vietnam	Ghana	South Asia
	Finland	Grenada	Latin America
	Latvia	Ireland	
	Estonia	Japan	
		Kazakhstan; Kenya; Mexico; Nevis; Nigeria; Saudi Arabia; Southern Africa; St Lucia; St Vincent in the Grenadines; Sweden; Uganda; the UK; the US and Zimbabwe	

*Lakehead and Nipissing are the only universities to state all non-domestic students' countries of origin.

It is clear that the scope of the responses to globalisation is significantly greater at Brock than at the other universities and that Trent has a greater scope in its responses than Lakehead or Nipissing.

All of the universities recognise the importance of having a diverse community in the current context of the globalised world, in which their graduates will be living and working in the future. The benefits of a diverse community are just as necessary and relevant for domestic students as they are for international students. All four case study universities are situated in small cities without the inherent cultural diversity of a metropolitan conurbation hence the importance of the experience on campus is further heightened. This is one of the points of departure in Beerkens' conceptualisation that demonstrates a melange of cultures being the new reality in the globalised world (Beerkens, 2003). It is also consistent with Rikowski's conceptualisation and its emphasis on the cultural dimension in globalisation where cultures may either be brought together and appreciated as being different or they may be homogenized (Rikowski, 2002). Both of these are evident at all the case study universities.

Overall, the universities studied consider it essential for their graduates to have an understanding of the world, as well as their place in it and how they might make a positive contribution. It is also important for graduates to have an overall sense of social awareness, political awareness and social justice. These are all more accessible with a diverse community both on campus and in the classroom. These factors are also consistent with Beerkens' conceptualisation from an institutional perspective and indicate that cosmopolitanisation is a reality in globalisation (Beerkens, 2003). This concurs with

the 1993 study of internationalisation at Canadian universities that indicates two primary reasons for internationalisation: 1) the preparation of students to be internationally knowledgeable and inter-culturally competent and 2) to address, through scholarship, the increasingly interdependent nature of the world (environmentally, culturally, economically and socially). It is seen to be a medium or high priority for the majority (82%) of senior administrators of Canadian universities (Knight, 1995).

It is interesting that all the universities recruit students from China. Brock and Lakehead recruit from India whereas Trent and Nipissing have a focus on various African countries. The US, South America and Europe are also exporters of students to the case study universities. As expected from the literature, language is an issue for all these universities (de Wit, 2002) and Brock and Trent have their own ESL program.

It is unanimous, at all the case study universities, that international students make broad and positive contributions to the university and the wider community. The main strategy used for their integration at each case study university is to include them in all activities and not to segregate them in any way. Each university also has its own processes to support international students including outreach programs (Brock), a buddy system (Lakehead), an International Mentor program (Nipissing) and TIP camp (Trent). One of the ways that Trent ensures a high calibre of international students, whilst recognising the revenue brought to the university by them, is to practice a kind of '*ethical, global citizenship*', by ploughing scholarship money back in to those international students. Trent has excellent scholarship opportunities specifically for international students.

According to Beerkens, international arrangements can be considered a microcosm for studying the impact of globalisation and regionalisation on universities (Beerkens, 2004) so it is interesting to review how they differ and compare within these case study universities.

Three out of the four universities (not Nipissing) cite revenue generation as a reason for international student recruitment. It is clear that investment is required prior to revenue being generated and both Brock and Trent have made significant investments into their international student recruitment. Lakehead is hoping that its more modest investment will result in revenue generation but this is not yet evident. Nipissing has yet to make significant institutional investment.

All of the universities have systems in place to encourage student mobility and both Brock and Lakehead extend this to faculty. Brock promotes faculty, staff and student mobility and has several strategies in place to ensure these develop. Lakehead has strategic goals connected with faculty and student mobility but does not have a clear strategy in

place to ensure faculty mobility. Nipissing's Faculty of Education has developed an international teaching place component and Trent has particular programs that can be completed with a year abroad student placement. Thus, as expected due to the provincial government's drive to promote its universities overseas, there are commonalities across all four universities.

Two of the 'Recommended Actions' of the Rae Report (Government of Ontario, 2005a) are to: 1) increase the opportunities for Ontario students to complete a portion of their studies abroad and 2) to allow international students in Ontario to obtain off-campus work permits thus increasing the attractiveness of Ontario as a venue for incoming students. These recommendations are consistent with evidence obtained at the case study universities.

Brock and Trent are both committed to developing curricula, where appropriate, that has a global focus and includes experiences other than from North America and Europe. Neither require all curricula to have a global focus but for this to be the case where deemed appropriate.

Brock is the only case study university that overtly encourages faculty to seek larger international research, training or development grants and the university has a seed fund to support this. Brock has a priority of fostering international research and collaboration which serves the globalisation agenda as well as their quest for 'comprehensive' university status. These activities are not scrutinised in this research project but several case study interviewees mention them. Global research collaborations are mentioned as important at Trent as the university has good opportunities to build such alliances. This is not explored in further detail nor is it evidenced directly in the Strategic Plan; it is just mentioned in the interview with the Vice-President (Academic). Brock is the only university that is seeking 'comprehensive' status and the research agenda is an important factor in this, hence it featuring as a priority.

Overall Brock has the most advanced responses to the challenges and opportunities of globalisation. It has four key responses which all feature in their Strategic Plans and have specific objectives to be achieved by 2010:

1. Facilitating recruitment and retention of international students
2. Developing mechanisms for internationalization of the curriculum
3. Promoting student/faculty/staff mobility
4. Fostering international research and collaboration.

The literature states that responses to globalisation are seldom part of a well-planned expansion deliberately linked with an institution's mission (Davies, 1995; Douglass, 2005) although at Brock it seems that this is the case. At the other three universities studied, the responses to globalisation are much more ad hoc.

It is clear that the universities do not differentiate conceptually between internationalisation and globalisation but tend to use the phrases interchangeably which is consistent with Huisman and van der Wende's findings (Huisman and van der Wende, 2005).

5.1.2 What factors have determined and affected these responses?

Several factors are identified that have determined and affected the responses to globalisation, a summary of which is given in Table 5-6, in order of importance for each university. Due to the large number of factors given, the data is not also shown comparatively. Some of the factors given are positive whilst others are negative and this distinction is not indicated as some could be both or either e.g. 'federal government's immigration stance'. Some factors are drivers for the responses whilst others are conditions that have facilitated their implementation. The distinction is not indicated in the table as there is some blurring between the types of factors. For example, it is clear that a 'desire to be part of the international community' is an institutional driver and that 'demographics of professors' is a condition for implementation but some factors, such as 'significant growth of the university' and 'new President and other senior staff and various champions at the institution' could be either drivers or conditions for implementation. The context is discussed in the commentary that follows.

It is clear that the culture at each university plays a significant role and each of the case study universities has a predominantly collegial culture. This is taken to the extreme at Trent where there is also a college structure that creates a highly decentralised environment. The current President at Trent is the only Trent President that has remained for a second term. Previously there have been revolts against Presidents, coups, faculty strikes and Board leadership that is obviously at odds with administrative leadership. Trent is a complex institution to manage because of the college system and because it is so decentralised that at times, it has become confrontational. It seems as though previously it has not been managed, in the true sense, but faculty and staff have been left to '*do their own thing*'. Fortunately, many good things developed, especially in Education but these things did not happen because they were planned or promoted but because individuals took the initiative to make them happen. There is still some resentment about centralising activities more at Trent although there is an implicit understanding that this

needs to happen. Academically, the university is also lacking some structure; it has no academic requirements for the Arts and Science programs, unlike the stringent requirements at most other institutions.

Table 5-6 Main Factors Determining and Affecting Responses to Challenges and Opportunities of Globalisation in Order of Importance

Brock	Lakehead	Nipissing	Trent
collegial culture	collegial culture	changing culture: administration, faculty and governance all changing	collegial culture
decentralised structure	small university and low faculty to student ratio	small size and developing research culture	college structure – decentralised and small
desire to be part of the international community	desire for survival	need to remain competitive and therefore viable	desire for survival
university would fall behind if it did not respond to globalisation	need to stabilise enrollments	desire to be more multi-cultural and recent increase in non-local students	tradition of international students being an integral part of Trent's community
need for revenue generation in the context of decreasing government grants	financial barriers and lack of resources	need for revenue generation in the context of decreasing government grants	need for revenue generation in the context of decreasing government grants
new President and other senior staff and various champions at the institution	lack of direction resulting in implicit acquiescence	relatively new President and Vice-President, Academic and Research	new senior staff, alongside existing President and other faculty and staff
feedback from students and parents	undergraduate focus and infrastructure	feedback from students	previous unrest, lack of management and resentment about centralising activities
significant growth of the university	demographics of professors	faculty renewal – more, younger faculty with a research focus and international experience	lack of academic structure
growth of diversity at the university	diversity of programs - certain subjects require global interactions	significant growth: large Faculty of Education program and other programs beginning to come the forefront	desire to be part of the global community
job roles identified to carry out the functions required for globalisation to happen	rural location - Thunder Bay is ' <i>fifteen hours of remoteness away</i> '	rural location	natural beauty of the campus and close proximity to Toronto
having financial support for global activities	desire to improve reputation and profile	shared facilities with Canadore College	need to respond to events such as recent shootings in Canadian and US universities
the AUCC	provincial government	pay scale less than that of larger, urban universities	perceived safety concerns abroad due to terrorism
federal government's immigration stance	federal government's immigration stance	lack of professional opportunities locally	
federal research funding		various government agencies promoting Canada in a global context	

Brock also has a decentralised structure that combines with its collegial culture to make the university both what it is and what it is striving to preserve. It is clear that the community at Brock understands how the decentralised structure works although to an

outsider it looks complicated.

At Lakehead, despite a relatively centralised structure, a lack of leadership and direction has resulted in implicit acquiescence. One of the key factors at Lakehead is the desire to enhance its reputation and to improve its profile. One interviewee reported that Lakehead's reputation is '*last chance Lakehead*' due to it having the lowest entry requirements of all universities in Ontario.

Consistent with the literature (CVCP / HEFCE, 2000c; Knight, 1995; Middlehurst, 1997; Middlehurst, 2004), human resources are clearly a factor in determining responses and three of the universities (excluding Lakehead) indicate that new senior staff have been important in determining their responses. Brock has a new President and other senior staff, Nipissing has a relatively new President and a new Vice-President, Academic and Research and Trent has new senior staff, alongside the existing President. Nipissing has been through extensive faculty renewal which has brought with it a move away from long standing employees to younger faculty with a research focus and international experience. Lakehead reports that the demographics of its professors is a factor and Brock acknowledges that there are various champions at the institution (including those in the Faculties of Business and Education).

All of the case study universities indicate that financial factors are important in determining and affecting their responses and three of them (excluding Brock) consider their small size to have an impact on their responses. The financial factors include governments' funding regimes, budget allocations within the universities and the financial barriers faced by international students. Lakehead indicates that the financial barriers and lack of resources are not just from the institution's perspective but also from that of students who come from countries other than Canada.

Brock articulates the importance of the university allocating funding internally to support global activities. This is evidenced by policies ensuring that, for example, all students who participate in exchanges receive a travel award and by a seed fund for joint international projects development to encourage faculty to seek larger international research, training or development grants. Brock also considers it important to have job roles identified that are responsible for the functions required for globalisation to happen. This is either implicit or absent at the other universities.

All of the universities indicate that their desire for survival, future sustainability and success, are key factors in their responses. There is recognition of the importance of diversity as a requirement for being a part of the global community and all of the universities indicate that they have experienced a growth in the diversity of students,

faculty and programs. At Trent, there is a tradition of having international students as an integral part of the university's community and Nipissing recognises the educational benefit brought with a global involvement and the desire for all students to have global experience. As well as the desire to be more multi-cultural, Nipissing has experienced a recent increase in non-local students. At Brock, the growth of diversity at the university, coupled with an emphasis on the importance of becoming more globally-aware and the desire to be part of the international community are all important factors. Lakehead reports a diversity of programs coupled with predecessors from various cultures being at the university, contributing to its responses. At Lakehead there are certain subjects, such as Engineering and Computing, where faculty are working on software that requires constant contact with European (global) developments and subjects such as Forestry that is linked with Finland.

Brock and Nipissing have grown significantly in size in recent years and Brock is planning continued growth, mainly through the development of graduate programs. Lakehead, Nipissing and Trent all indicate that their small size is a factor in their responses. Lakehead's hope is to stabilise enrollments in the context of a declining, local, potential student population in north-western Ontario.

Both Brock and Nipissing state that feedback from students has been important in their responses and Lakehead reports its undergraduate focus and infrastructure as important factors.

Three of the universities cite their rural locations as a factor (Brock does not) and Trent states that its close proximity to Toronto is also important. Nipissing and Lakehead have the opposite view as they are a significant distance from Toronto (Lakehead is '*fifteen hours of remoteness away*') which contributes to a lack of diversity in their local communities. Neither Thunder Bay (Lakehead's location) nor North Bay (Nipissing's location) are multicultural cities and this hinders international recruitment for students and faculty alike.

Although Brock is slightly closer to Toronto than Trent (by 15 km), it is Trent that cites the need to respond to events such as recent shootings in Canadian and US universities and the perceived safety concerns abroad, in the current climate of terrorism around the world, as factors. These will, of course, affect all universities but they are only mentioned by Trent. Trent also acknowledges that their faculty do not know how to include international perspectives in their curriculum and there is a lack of training available.

Nipissing is unusual in that it shares its campus and many of its facilities with the local community college, Canadore College, and this has an impact on its responses. Also,

Nipissing is most vocal in some of the negative factors that determine its responses. It states that there is a lack of flexibility with respect to its admissions' standards, its pay scale is not as attractive as that of larger, urban universities and the lack of professional opportunities in North Bay which all affect its responses.

Trent is the only university not to mention the government as a factor in its responses. The other three universities all comment on the federal government's immigration stance and various government, and nongovernmental organisations (NGOs) promoting Canada in a global context such as the AUCC, the COU and the Ontario Council of Academic Vice Presidents (OCAVP). The literature states that countries that are serious about importing students are putting more resources into overseas marketing by stressing the collective 'brand' that it is hoped will then support individual initiatives (CVCP / HEFCE, 2000b). Canada is serious about importing students hence three out of the four universities studied mention the government, and its various overseas marketing initiatives, as a factor.

All of the universities studied are developing their responses to globalisation according to their particular contexts. The federal government has previously concluded that advancing Canada's agenda for international education depends on institutional thrust, government endorsement and national coordination (Farquhar, 2001). These three elements are all evident in this research.

5.1.3 How does organisational culture influence the university's response to globalisation?

Before considering the answers to this question it is important to understand the culture at each of the case study universities and a comparative summary is given in Table 5-7.

All of the universities have predominantly collegial cultures with Brock's culture and Trent's culture also being enterprising. It is therefore not surprising that these two are the most advanced in their responses to globalisation, as it is acknowledged in the literature that a spirit of enterprise is necessary for such responses (Clark, 1998; Davies, 2001c). Trent is in the early stages of strategic planning and is likely to become more enterprising as the planning develops into projects that respond to globalisation. Although the culture at Nipissing also has an enterprising dimension, its responses to globalisation are not as advanced as Brock or Trent probably due to its relative inexperience. Nipissing's focus on responding to globalisation is newly emerging and is not yet fully established at the university. Lakehead is unusual in that its interviewees cannot describe its culture with the same ease as the other universities' interviewees. Lakehead is less advanced in its

responses to globalisation than the other universities as its more autocratic culture is an impeding factor. It seems as though Lakehead's culture is becoming corporate, with its dominant senior management (McNay, 1995), although this is not a term used by interviewees. At least one of Lakehead's interviewees sees the emerging corporate culture as an antithesis to traditional academic values which is also consistent with the literature (Giroux, 2002). Universities whose dominant cultures are bureaucratic and collegial will find it harder to respond positively to the globalising market forces, whereas a university with an entrepreneurial culture will do this with relative ease (Clark, 1998; Davies, 2001c).

Table 5-7 Culture Comparisons at the Case Study Universities

Brock	Lakehead	Nipissing	Trent
collegial and enterprising	collegial and autocratic	collegial and enterprising	collegial and bureaucratic/enterprising
changing culture due to: <ul style="list-style-type: none"> • intensification of research • increase in the number of faculty • growth in the number of international students • development of the English Language program • benefits of the successful cost recovery programs 	changing culture acknowledged but details not specified: there was a lack of comprehensibility of what was meant by culture for Lakehead interviewees	changing culture due to: <ul style="list-style-type: none"> • faculty renewal (younger faculty bringing a different dimension) • administration, faculty and governance all changing • widening of student recruitment • building of an international profile 	changing culture due to: <ul style="list-style-type: none"> • less questioning of the university by faculty and staff • new faculty with increased diversity • the acknowledged lack of structures • growth in global research
culture very supportive of the global dimension	culture mostly supportive of the global dimension	culture becoming more supportive of the global dimension	culture very supportive of the global dimension
culture that accepts, believes and acknowledges the importance of globalisation, from the top down and from the grass roots up	culture that is varying and unconfident	culture that is out-going, outward looking, open and forward thinking	culture that is open and with willing faculty and supportive administration
a systematic and strategic response to globalisation	a lack of clarity in responding to globalisation	international activities have built up and are becoming more strategically developed in a planned way, in response to globalisation	a rather ad hoc, but none-the-less successful series of initiatives that all contribute to the response to globalisation - luck and judgement are both important

All of the universities report that culture has changed recently and is continuing to change. This is in line with the literature that reports universities starting off with a collegiate culture and developing to embrace other cultures, especially enterprising or corporate (Marginson and Considine, 2000). Lakehead interviewees cannot describe the changes in culture but the other three universities mention new faculty and other staff bringing a fresh dimension with increased diversity. Brock and Trent both mention the intensification of their research agendas as contributing to their changing cultures.

It is clear that the cultures at the universities are variously supportive of the global dimension with Brock and Trent having cultures that are very supportive of the global dimension whilst Nipissing's culture is '*becoming more supportive*' and Lakehead's culture is '*mostly supportive*'. Nipissing and Trent describe their cultures similarly as '*open*', '*outward looking*' and '*forward thinking*' whilst Lakehead describes itself in varying terms and lacking in confidence. This demonstrates the relative ease with which entrepreneurial universities (Brock) engage with globalisation. It can be argued that the culture at Trent is also entrepreneurial, as evidenced by the strong strategic responses to globalisation. The term however, is only used by one interviewee as collectively they see more of a need for improved processes to streamline current disparate, but successful, activities hence describing the culture as becoming bureaucratic.

Brock has the most developed culture, with respect to globalisation. It acknowledges that the culture necessary to sustain globalisation is one that accepts, believes and acknowledges the importance of globalisation both from the top of the institution down and from the grass roots up, as is evident at Brock. It also has the necessary administrative and financial supports in place, to ensure that globalisation is not just talked about but that it happens, which are considered important elements in the literature (de Wit, 2002). Culture influences how people behave and generally 'how things happen around here'. At Brock the culture has enabled a systematic and strategic response to globalisation whilst ensuring the university's values are not compromised. Although the management and reporting structures look complex to an outsider, Brock staff all identify, understand and relate to them. The 'community spirit' across campus, the importance of Brock being student-centred and faculty being accessible for students are important contributors to the predominantly collegial, but somewhat enterprising, culture and its influence of the university's response to globalisation. It is clear that organisational culture at Brock influences the diversity of students and staff; teaching; scholarly activity and research. Using Davies' 2001 model showing the development of entrepreneurial cultures (Figure 2-3), Brock is described as a type D institution with highly systematic and extensive entrepreneurialism: it has considerable development that is well and explicitly supported and organised. Using Davies' 1995 matrix (Figure 2-4) it is clear that Brock has a central and systematic approach to internationalisation overall.

The value added by faculty and staff at the case study universities is evident by reference to their accessibility and commitment to students and the university community. This is consistent with Rikowski's (2002, pp. 4-5) fourth dimension of globalisation which states that 'value is created from labour which is then embedded in a commodity' (Rikowski, 2002). This is of particular importance in universities where individuals are often the catalyst for innovations.

At Trent, marketing is an important element in demonstrating the university's culture and its responsiveness to globalisation. The culture has enabled a rather ad hoc, but none-the-less successful, series of initiatives that all contribute to the response to globalisation. It seems that luck and judgement are both important at Trent. The university's organisational structure is straight forward until the college dimension is also considered, which renders it highly complex. Trent is revisiting the college system, and how it is manifest, as there is considerable diversity of opinion about it in its current manifestation. There is an acknowledgement at Trent of the need for (better) systems and processes to be in place due to the university's steady growth in recent years hence the culture becoming more bureaucratic. Using Davies' 2001 model showing the development of entrepreneurial cultures (Figure 2-3) Trent is described as a type C institution with ad hoc and extensive entrepreneurialism: it has considerable development but is rather disorganised. Using Davies' 1995 matrix (Figure 2-4) it seems that Trent has a central but ad hoc approach to internationalisation overall.

Due to Trent's collegiate nature, there have been lengthy consultations and priorities have been defined from the grass roots; it is rare for the top down approach to work, as evidenced by previous confrontations and unrest. The 'community spirit' across campus and the importance of Trent being student-centred and faculty being accessible for students are important contributors to the predominantly collegial, but somewhat bureaucratic culture and its influence of the university's response to globalisation. It is clear that organisational culture at Trent influences the diversity of students and faculty. Limiting factors, for the growth of faculty diversity, are mainly due to Peterborough's racial homogeneity, lack of cultural and ethnic diversity and the lack of 'community spirit'. Many of Trent's faculty choose to live in Toronto instead of closer to the university. Another factor is the recent decline in the admission average of Trent's undergraduate students which means that outstanding research faculty may not choose Trent as they prefer to teach outstanding students. The exception to this is for international students at Trent, who are often outstanding in their ability.

The culture at Nipissing has enabled some international activities to build up and these are now being strategically developed in a planned way. At Nipissing there is no 'international' management structure; the various activities are disparate and could be better managed and communicated across teams and the university community. The 'family spirit' across campus and the importance of Nipissing being very student-focused with faculty and staff knowing the students by name, are important contributors to the predominantly collegial, but becoming enterprising, culture and its influence of the university's response to globalisation. It is clear that organisational culture at Nipissing influences the planning for Nipissing's future. Using Davies' 2001 model showing the development of entrepreneurial cultures (Figure 2-3) Nipissing is described as a type A

institution with ad hoc activities and marginal or low development that is relatively unsystematic. Using Davies' 1995 matrix (Figure 2-4) it seems that Nipissing has a marginal and ad hoc approach to internationalisation overall.

At Lakehead there is a juxtaposition with the collegiate culture becoming autocratic at times. An example of this is the process driving the formation of the Strategic Plan and the fact that although recruiting more international students is a strategic goal and although a protocol exists to do this, the institution neither endorses nor abandons the goal. It seems that the varying and unconfident culture causes a lack of clarity in responding to globalisation. Lakehead is also characterised as a type A institution (Figure 2-3) with ad hoc activities and marginal or low development that is relatively unsystematic using Davies' 2001 model (Davies, 2001c). Using Davies' 1995 matrix (Figure 2-4) it is clear that Lakehead has a marginal and ad hoc approach to internationalisation overall (Davies, 1995).

5.1.4 What is the role of strategic planning in the determination and delivery of institutional responses?

Before considering the answers to this question a summary is given in Table 5-8.

Table 5-8 Comparative Summary of the Role of Strategic Planning in the Determination and Delivery of Institutional Responses

Brock	Lakehead	Nipissing	Trent
central role	planned role but unfulfilled	becoming an important role	small role

The extent of the roles of strategic planning in the determination and delivery of institutional responses at these universities is consistent with how developed their responses to globalisation are. It can therefore be assumed that strategic planning is necessary for effective responses to be in place. Again, Brock is the most advanced followed by Trent. Nipissing and Lakehead have the least advanced responses as strategic planning at these universities is not an integral part of their processes.

At Brock, strategic planning has a central role in the determination and delivery of institutional responses that is consistent with the definition of institutional planning in the literature (Lockwood and Davies, 1985b). The university has clearly defined mission and vision statements with five specific commitments. These are consistent with provincial and federal policy directives as well as global entities. Brock has several Strategic Plans, each in response to certain of its commitments. There is a 'joined up' approach to

planning at Brock with all Strategic Plans linking to the university's vision statement, and therefore mission, and with each other. The Strategic Plans at Brock facilitate the determination of priorities and therefore allocation of resources. They are important in guiding the university in to the future.

At Trent, strategic planning has a small role in the determination and delivery of institutional responses but there is a sceptical view that it is just a necessary part of the democratic process within the community. It seems that strategic planning has more of a role than it used to, it continues to evolve and it will become a more intrinsic part of the process at Trent. There is an acknowledgment that strategic planning should have such a role.

Trent's Strategic Plan includes goals to increase international student enrollment, participation in study abroad programs, TIP's contributions throughout the university and to give teaching release to faculty who take on lead roles in international research projects. The general view is that these things would have happened with, or without, a Strategic Plan in place.

At Nipissing, strategic planning is becoming important in driving institutional transformation and therefore in determining its priorities. The university has a clearly defined mission and a Strategic Plan with five key goals each with several objectives. It is too early to see clear evidence of delivery of the Strategic Plan's goals although Nipissing reports that '18 of 22 objectives were being addressed and the final four were coming under consideration in the fall of 2006' (Nipissing University, 2006).

At Lakehead there is general consensus that strategic planning has a role in the determination and delivery of institutional responses. The university has a clearly defined vision, mission and Strategic Plan that should determine exactly the institutional responses. The reality however, is that although the process is detailed, it is not legitimised by the collective of the university community. Globalisation is a modest part of the Strategic Plan with evolution and transformation of the institution forming the bulk of the plan. Despite articulation in the Strategic Plan, there is little evidence to demonstrate commitment to the plan. One of the main reasons for this is that the Strategic Plan is not overtly linked to other policies and practices such as the allocation of development and operational costs related to infrastructure and technical development, the development of support systems and administration, human resources and personnel policy. These factors, and others, are acknowledged in the literature as necessary components in strategic planning (Chandler, 1962; Keller, 1983).

In 1993, a high percentage of Canadian universities acknowledged that their mission statement referred to the international dimension of their university and the strategic planning exercise included international elements. In only half of the institutions, however, had there been a systematic review of policies to assess internationalisation activities. The existence of policy statements for international activities was generally low as was the development of internationalisation policies at the department, faculty and college levels (Knight, 1995). It seems that 14 years later there has been some improvement to this with all four case study institutions having policy statements for international activities and engagement at department, faculty and college levels.

5.1.5 How are institutional strategies that respond to globalisation defined and implemented?

Before considering how each of the case study universities defines and implements its strategies that responded to globalisation a summary is given in Table 5-9.

Table 5-9 Comparative Summary Showing How Institutional Strategies are Defined and Implemented

Brock	Lakehead	Nipissing	Trent
collegiate process	collegiate and autocratic process	collegiate process	collegiate process
structured process	structured process but considered ad hoc by interviewees	structured process	structured process
overarching university vision - each faculty and administrative area had a Strategic Plan	very detailed university-wide Strategic Plan and an internationalization protocol (not formally adopted)	university-wide Strategic Plan	university-wide Strategic Plan and TIP Strategic Plan (confidential)
various planning groups on campus	planning groups assembled specifically for Strategic Plan process	planning groups assembled specifically for Strategic Plan process	various planning groups on campus

All of the case study universities describe their processes as collegiate. Lakehead interviewees also said it is autocratic in nature which is consistent with the prevailing culture that is evident at Lakehead.

All of the case study universities have due process in place for developing their Strategic Plans but interestingly this is not reported by the Lakehead interviewees. The processes differ but they all include much consultation with, and input from, the university community. The resulting plans also differ in structure with Brock having an overall university vision from which each faculty and administrative area develops its own Strategic Plan whilst the other three universities have an institution-wide Strategic Plan. Each university has planning groups to facilitate the development of their Strategic Plan,

some of which form specifically for that purpose (Lakehead and Nipissing). The resultant plans also vary, as would be expected, with differing levels of detail being included; Lakehead's plan is by far the most detailed. The strategic planning process at each university is now summarised.

5.1.5.1 Brock

Strategic planning at Brock is very much a collegiate process with a great deal of organisation and procedure involved. Each Faculty has an Academic Strategic Plan and each administrative area has a Strategic Plan which all contribute to, and are derived from, the university's vision statement. This demonstrates the importance of strategic planning at Brock.

Brock has various planning and advising bodies that are part of the strategic planning process including the SAC and CAD (described in 4.1.2). The SAC and CAD facilitate the strategic planning at Brock and as the plans are developed they are adopted through the SAC. If they are concerned with academic policy they go to Senate and if they are concerned with administrative policy they go to the Board of Trustees for final sanction. Brock also has a job function: Co-ordinator, Academic Reviews and Planning that is closely involved in the university's strategic planning process.

As an example of the process at Brock, the Strategic Internationalization Plan, which is clearly responding to globalisation, is developed from the university's vision statement and its five commitments. It is in line with goals of all levels of Canadian policy statements issued by the provincial government that pledged to: 'Implement a new strategy to attract more international students and encourage study abroad for Ontario students' (Ontario Ministry of Finance, 2005). Brock ensures its priorities are aligned with those of the policy-makers in Ontario and also with global entities such as the United Nations. It pledges a commitment to the UN Millennium Development Goals (United Nations, 2008) stating that it contributes directly to at least four of the eight identified goals. The plan was drafted by an 'Internationalization Committee' formed at Brock University in August 2005. The composition of the Committee is: three Deans (two Faculty Deans and the Dean of Graduate Studies); the International Liaison Officer; the Associate Vice-President, Research and International Development and the Associate Vice-President, Student Services' Office.

As the Committee was developing the Strategic Plan it set up a working group which expanded to include other members who had a great deal of involvement in internationalisation, including the Director of International Recruitment and the Director of International Services. It took about a year to develop the plan which was then presented

to CAD for endorsement before going to Senate.

The Internationalization Committee's mandate is to: '... engage in the development and implementation of a Strategic Plan for internationalization, formulate relevant administrative policies and facilitate cross-departmental and faculty communication'.

Overarching the goals, and integral to each of them, is the need for effective communications and promotion internally and externally. Each goal has a strategic goal and several objectives with a time horizon for achievement of 2010 (Brock University, 2007b).

Included within the Strategic Internationalization Plan goals are increased recruitment and retention of international students. Although implementation of this goal seems fairly complex in how it is organised, across several different teams, those employed at Brock are clear on who is responsible for what. There is a three part approach for Brock's global student recruitment:

- **Marketing** - Using various methods including websites, newspaper adverts and other media
- **Field Recruitment** – Carrying out specific field recruitment including diverse activities such as going to overseas educational fairs, events related to recruitment and visiting schools
- **Collaborative Ventures** - Setting up various kinds of collaborative ventures particularly with schools overseas that have an international focus whether they are secondary schools, colleges or universities and sometimes with non-educational organisations. Brock works with agents and other kinds of providers and Canadian and other governmental organisations.

Another example at Brock is the Strategic Academic Plan, drafted in May 2006 and developed from the previous 'President's Task Force on Planning and Priorities' which actively involved all parts of the institution within a single planning exercise. In 1999 this group enunciated five 'directional statements' which, on review in 2005, were deemed to remain as priorities for the university. The process began in the spring of 2005 when CAD determined that the university needed an academic development plan. A Sub-Committee of CAD developed a template to guide and shape the plans to be developed by individual Faculties, Graduate Studies and related academic support divisions: Information Technology Services; the Library; Student Services and Research Services. These plans were developed during the Summer and Autumn of 2005. At the end of 2005, CAD, augmented by the heads of the related academic support divisions, met for an all-day retreat. The purpose of the exercise was to review the individual plans, identify common threads and themes, and begin the process of weaving them into an integrated whole.

After that meeting, the Deans revised and developed their individual Faculty plans. The purpose of the Strategic Academic Plan was to 'refine the university's sense of academic purpose'. The plan included targets with a time horizon of 2010 and it supported the development of the Strategic Internationalization Plan (Brock University, 2006).

It seems that Brock's strategic planning follows most of the theory (2.8.2) and it would be easily possible to map Brock's process onto the Policy Cycle (Figure 2-5). Whether intentional or not, Brock seems to develop its strategy in accordance with George Keller's model (Figure 2-6) which is important in informing its Strategic Plan. This basically shows an institution's self perception and the perception by others therefore indicating the credibility gap and assisting with overcoming it (Keller, 1983). It does not seem that Brock has used a planning matrix in developing its institutional strategies that respond to globalisation (Figure 2-7).

5.1.5.2 Lakehead

Strategic planning at Lakehead is described variously as a collegiate and autocratic process. The process described by interviewees is generally ad hoc in nature. This shows a lack of understanding of the actual process that is described in some detail in the Strategic Plan document (a summary of which follows) but is not known by those interviewed at the university. The Strategic Plan includes a total of: seven themes; 52 goals and 205 recommended actions. It is produced by seven Task Force Groups and a Drafting Committee that are guided by a Steering Committee comprised of 31 people. It is interesting that the vision stated at the beginning of the Strategic Plan is different to the vision stated on Lakehead's website 'About Lakehead'. The Director of Communications at Lakehead explains this: '*The Strategic Plan vision is the University's overall vision. The "About Lakehead" vision is, I believe, the academic vision*'.

The strategic planning process is intended to define and implement Lakehead's institutional strategies but its effectiveness is questionable. Lakehead's strategic planning process started with the Steering Committee meeting in August, 2003. The Committee carried out a SWOT analysis, a review of the 1999-2004 Strategic Plan and re-examined the mission and vision statements. A revised vision statement was then adopted and it was agreed that a review of the mission statement would be delayed until the draft plan was developed. A Sub-Committee to review the elements of the new Strategic Plan was formed. This Sub-Committee began with four key elements that were felt essential core responsibilities of the university:

- To disseminate knowledge through teaching and facilitated learning
- To create new knowledge through research & scholarly activity

- To assist in the intellectual, social and cultural development of its students
- To serve and contribute to the community in which it resides.

In addition to these core areas, the Sub-Committee also identified other areas that should receive special attention which resulted in the creation of the seven Task Force Focus Groups:

- Academic Programming
- Research and Scholarly Activity
- Governance, Organization and Accountability
- Resources, Facilities and the Internal Environment
- Communications & Marketing
- Community Engagement
- Student Life.

With the Task Force Groups established, each developed its own mandate and proceeded with the task of soliciting input from both internal and external sources through open fora, discussion groups, town hall sessions and directed meetings with various individuals and committees. Each Task Force Group submitted a final draft report in February 2004 for review by the Steering Committee. After these reports were submitted, reviewed and revisions made, a Drafting Committee was established consisting of the chairs of the seven Task Force Groups. This group was assigned the task of merging the seven individual group reports into one complete draft planning document that was circulated to the wider university community in May 2004. During the entire planning process, the university community was kept informed on strategic planning progress through postings to the Lakehead University website and strategic planning updates sent out via the communications bulletin.

Once the Drafting Committee had completed its task and a final draft was developed, the Steering Committee reviewed the document and revisited the mission statement. The consensus was that the mission statement was still pertinent and would remain in its present form. An open meeting for the university community was held in May 2004 to provide an opportunity to discuss the new plan and provide input. The plan was submitted to Senate later in May 2004 where the final draft was approved with minimal revisions. With Senate's approval and some editorial changes made as a result of input received from a special meeting of the Board of Governors, the 2005-2010 Strategic Planning document was returned to the Lakehead University Board of Governors where it received final approval in June 2004 (Lakehead University, 2005). Thus it was a detailed process, reaching out to all parts of the university community for input.

This process seems to follow the theory (2.8.2) and the policy cycle (Figure 2-5) although it is obvious that it does not have buy-in from the university community at large. It seems that despite its seemingly collegiate process for development, it has been produced at a senior level, possibly mainly for external consumption.

By contrast, Lakehead's 'Internationalization Protocol' is drafted by a single Dean, with approval from the Vice-President (Academic) and Provost. It is disseminated no further although a few people know of its existence. In addition, some Faculties (e.g. the Faculty of Education) at Lakehead have their own Strategic Plans that are aligned to that of the university, but this is not a requirement. Deans are free to decide the process they use to devise a Strategic Plan, if indeed they choose to have one.

The other important strategic document at Lakehead, that contributes to defining institutional strategies that respond to globalisation, is the Academic Plan 2006. This is Lakehead's first Academic Plan and is intended to provide a method of implementing the Academic Programming section of the Strategic Plan. The Senate Academic Committee (SAC) developed it to '... give academic direction to Lakehead University's Strategic Plan' (Lakehead University, 2006a).

5.1.5.3 Nipissing

There is a 'joined up' approach to strategic planning at Nipissing with due process ensuring a collaborative, community-wide effort. It is generally understood that it is a structured process that has direction from the President and the Board of Governors and that it relies on engagement with the university community and on individuals (faculty and staff) to deliver its outcomes.

Nipissing's strategic planning process consists of three phases and was most recently initiated in January 2004 with the creation of an 18-member Strategic Planning Task Group. Phase one involved the identification of 14 macro issues that would shape the future of Nipissing and other Ontario universities over the next decade. After extensive community discussion on these issues, the Task Group authorised an issues paper, 'Addressing Our Future', which set out a refined statement of macro-issues, goals, aspirations and ideas for discussion. Phase two involved a second round of community consultation. Seven planning meetings, two Town Hall meetings and 18 written submissions provided the Task Group with a wealth of additional suggestions, perspectives and assessments. The draft plan was effectively the transition between phases two and three. Phase three consisted of gathering additional data, final editing and approval of the Strategic Plan. Two additional Town Hall meetings were held, one for

the staff and one for all Senate members. This highly participative and transparent process culminated with the unanimous approval of the Strategic Plan by Senate in March, 2005 and the Board of Governors in April, 2005. This process is generally consistent with the policy cycle described in the literature (Figure 2-5) although some elements, such as resource planning, detailed coordination and management and policy evaluation seem to be absent.

With respect to delivery of the objectives, there is less clarity and the detail of where the responsibility rests is not articulated in the Strategic Plan. The progress reported, however, indicates who is leading and there is further planning reported, for example against objective 17: 'Develop an infrastructure to support an international program through increased initiatives including international student recruitment, student and faculty exchanges to other countries and the creation and dissemination of internationally-related research' it is reported that: 'This Task Group, with broad constituent representation, is currently being struck. It is expected to report in the winter 2007 semester' (Nipissing University 2006).

The 17-member International Planning Task Group, co-chaired by the Executive Director of Student Affairs and the Director of Admissions/Associate Registrar, was set up in September 2005. Both of these individuals were interviewed in this research. The Task Group's mandate was to recommend strategies for developing an infrastructure to support an international program through increased initiatives including international student recruitment, student and faculty exchanges to other countries and the creation and dissemination of internationally-related research. The Task Group made ten recommendations via a comprehensive report produced to summarise its first year's progress against the Strategic Plan (Nipissing University, 2007c). The university says that whilst many of the recommendations were expensive to implement, each would be assessed as resources became available (Nipissing University 2006).

With respect to global student recruitment and retention, several teams are engaged (the Registrar's Office, the Office of Admissions and Liaison, Student Affairs, the International Office and President's Office) and there is a general sense that there needs to be a strategic drive to improve this. There is scope for improvement in the process and how it is communicated across the university. It is acknowledged that Nipissing probably requires a new position that will be responsible for providing both academic and administrative direction to the international strategy of the university.

Many of the Strategic Plan objectives, of course, require a budget to ensure their delivery. Nipissing states that the recommendations of each committee reporting on the implementation of the Strategic Plan will definitely influence budget and resource

allocations. The President's Office, working in concert with the Vice-Presidents and the University Management Group, are responsible for redistributing and, when possible, increasing the revenues available to Nipissing University to ensure successful completion of these recommendations (Nipissing University, 2005b). Concerns are evident over development and operational costs related to infrastructure and technical development.

5.1.5.4 Trent

Strategic planning at Trent is very much a collegiate process with extensive consultation involved. The university has an overall Strategic Plan although it lacks reference to where responsibility for each strategic priority rests. There is also a TIP Strategic Plan which is a 60 page market-analysis, region by region around the world on how Trent will achieve its target growth of international students (which is included in the Strategic Plan). The TIP Strategic Plan is confidential and only known to those directly involved in it. The planning process at Trent is cyclical and generally in line with the policy cycle (Figure 2-5).

The International Affairs Committee, an advisory committee to the Vice-President (Academic), is mentioned as having a role in defining the strategies that respond to globalisation with respect in particular to curriculum development although its mandate, composition and progress are absent from Trent's website. It is acknowledged that the Dean of Arts and Science, the Chair of Politics, the Director of TIP, the Chair of International Development Studies and other people who are interested in globalisation are also working on a curriculum initiative. The group is hoping to '*... clarify Trent's degrees and make them both more attractive and more cohesive*'. This is outside of the International Affairs Committee's work, as is the English Department's curriculum review and it is clear that: '*... a lot of that happens at Trent. We are not used to having strategies or grand plans*'.

There are examples of cross team working at Trent, to implement strategic priorities, including: the Registrar's office; Student Services; the Recruitment team; Communications; Health Services; Counselling; Food Services and Careers and Disability Services all working together to have an impact on and a role in Trent's global student recruitment.

Overall it is clear that there are many positive projects going on at Trent but they are not necessarily part of a 'master plan'. They tend to be defined and implemented in a low key and fragmented manner by the parties that deliver their outcomes.

The strategies responding to globalisation at Trent are collegiate in nature but delivery is ad hoc across the institution. Trent has not used a planning matrix (Figure 2-7) to decide its target areas; activities have simply evolved from individuals being enterprising.

5.1.5.5 Overall

Having reviewed the processes for defining and implementing strategic planning at the four case study universities, it is clear that Brock has a much better developed sense of strategic planning than the other three universities. It is the only university to link its strategic priorities with budget allocations. Brock uses strategic planning to determine its long term goals and objectives, the necessary course(s) of action and the allocation of resources required. This is exactly what the literature says strategy should be (Chandler, 1962; Lockwood and Davies, 1985a). The other three universities do not consistently link their strategic priorities directly with budget allocation, although there are instances when this does happen. All of the universities seem to follow a policy cycle for the development of their strategic planning (Figure 2-5), to some degree.

Using Van Dijk and Meijer's model (2.7.1.3) it is possible to distinguish the different processes of development of internationalisation activities within an institution. Brock and Trent are in line with seven out of ten Dutch institutions that could be placed in cells 7 or 8 (Brock in cell 8 and Trent in cell 7) which implies they give high priority in their policy to internationalisation and that support in the institution is well spread on all levels.

Lakehead is placed in cell 1, as its policy is marginal and its support one-side, and Nipissing in cell 5 with its policy priority just being developed. Brock is the only university studied whose implementation of internationalisation is systematic. This is also in line with Van Dijk and Meijer who conclude that in most of their cases (5.5 out of 10), implementation is not yet systematic but still ad hoc (de Wit, 1995).

Using Rudzki's model (2.7.1.4), all of the universities studied are proactive in nature as they all have strategic plans in place. They have, however reached different stages in the proactive mode with Brock demonstrating the process of continual improvement and issues of quality this entails (stage 5), Trent is at stage 4: *review*, Nipissing is at stage 3: *implementation* and Lakehead is at stage 2: *choice*.

When considering the process of internationalisation as a continuous cycle (2.7.1.5), the four institutions studied are seen to be moving through the steps at their own pace. As is clear at Brock, where the complete cycle is evident, reinforcement and reward have led to renewed awareness and commitment. A renewed and broader base of commitment has led to further planning processes. This stimulates changes to existing programs and policies and the development and implementation of new activities and services. In this

continuous cycle, Trent is at the Review step (5), Nipissing at the Planning step (3) and Lakehead is moving from the Commitment step (2) to the Planning step (3) (Knight, 1994).

5.1.6 How do local, regional, national and global issues balance with each other in institutional responses?

At each of the case study universities there is evidence of the various issues balancing with each other in institutional responses. A comparative summary is given in Table 5-10.

Table 5-10 Comparative Summary of How Local, Regional, National and Global Issues are Balanced in Institutional Responses

Brock	Lakehead	Nipissing	Trent
engaging with globalisation	little evidence of engaging with globalisation	engaging with globalisation	engaging with globalisation
main focus on majority population – domestic students	engaging more locally and regionally	evidence of international agenda supported locally	focus on recruitment target regardless of student origin
global faculty engagement	very few overseas partnerships	programs and research could have more relevance to local and regional agenda	
well supported regionally and locally	well supported regionally and locally	well supported regionally and locally	well supported regionally and locally
local roots important – involvement with city	Aboriginal community support could be greater		bulk of resources allocated locally and regionally
engagement in national agenda		engagement in national agenda	
local, regional, national and global issues all co-exist and reinforce each other	local and regional issues dominate	common framework for local, regional, national and global plans each of which reinforce the others in the planning stage	local, regional, national and global issues all co-exist and reinforce each other mainly through student recruitment

All of the case study universities, apart from Lakehead, demonstrate that local, regional, national and global issues are balanced in their institutional responses. It is clear that Lakehead is engaging more locally and regionally than globally and this is reflected in its institutional responses which therefore give more focus to regional and local, than to global priorities. There is some rhetoric regarding Lakehead's institutional responses to globalisation but little evidence that the university, as a whole, is supportive of this dimension. This is mainly apparent in its responses to the desire and need to increase international enrollment. Lakehead is less advanced with its institutional responses concerned with development of overseas partnerships and exchanges and to developing a more globalised curriculum than the other case study universities. As Lakehead has a greater focus on the local and regional issues, it uses these to reinforce each other without much emphasis on national or global issues.

All of the case study universities are well supported locally and regionally with Brock

giving the most developed examples of how this reinforces its other agendas. Nipissing also presents several examples of local and regional engagement. The only slight doubt concerning regional and local support is voiced by Lakehead interviewees who think that they could be better supported by the Aboriginal community. It is clear that whilst engaging with globalisation and being highly supportive of international students, there is a realisation of the importance for focus on the universities' majority student populations which are domestic, without exception.

It is evident that Brock's President is keen to support the local (Niagara) region in becoming more multicultural whilst also recognising the importance of Brock becoming more of a global player. The President is working closely with the government on funding issues, especially with respect to the space constraints at Brock's main campus, whilst also working closely with the Mayor of St Catharines, for example in connection with developing a Centre of the Arts for the Brock community and the Niagara region. He is also working at a global level in connection with recruiting students and faculty internationally and supporting research needs for faculty. It is evident that Brock has significant faculty research with international connections ongoing and that faculty are engaged in many projects internationally, outside of North America. It is also clear that the university provides sufficient emphasis to the local and regional markets and it seems that a high priority of the President is to balance local, regional and global activities. Examples of the President's focus on the university's presence and value in the local community are evident with examples including his drive for some of the university's research to be useful to the local community thereby ensuring that the university is a more vital part of the community. Thus there is a meshing of Brock's local, regional, national and global responses each of which reinforces the others. This fits with Marginson and Rhoades' glonacal agency heuristic that points to three intersecting planes of existence, emphasising the simultaneous significance of global, national and local dimensions and forces (Marginson and Rhoades, 2002).

Nipissing has done a great deal of outreach regionally and locally, from various departments on Campus, with the encouragement of the President. The President has also been involved in many local and regional activities. He has been spokesperson for the university at national and regional ministerial level discussions. The President initiated the local and regional commitment and that has extended to global so the three are balanced. It is acknowledged that there are other ways that Nipissing could be more engaged with the community especially with respect to developing partnerships that are more responsive to the needs of the region. In future, academic programs at Nipissing will be developed alongside the research component whilst ensuring that the research component has linkages and relevance to the local and regional community. It is clear

that Nipissing has always recognised local and regional needs alongside the internationalisation agenda and its contribution to the university's response to globalisation. Nipissing is keen to create an international and global profile that will contribute to the local and regional agenda. There is a common framework for Nipissing's local, regional, national and global plans each of which supports the others and are in the planning stage. It may be that Nipissing's focus locally and regionally means that they are limited in their response to globalisation.

For Trent, the main issue is a realisation that it is becoming more difficult each year to achieve its overall undergraduate recruitment target. Consequently, whilst recruitment targets break down the target number of international, Ontario and outside of Ontario students, there is a sense that it is more important to balance the budget and to recruit quality students, regardless of their origin. The TIP plan identifies specific markets where Trent can achieve incremental growth in international student recruitment which is complimentary to the local, regional and national recruitment plans. This is an example of local, regional, national and global issues reinforcing each other in Trent's response to globalisation.

The examples given are consistent with the notion that all globalisation can have a local impact and likewise all local activities can have an impact globally. They are examples of glocalisation showing that globalisation is present in everyday life at the micro-level and that it is not a macro-concept that can only be accounted for through references to large structures (Roudometof, 2005). From the case studies it is evident that responses to globalisation are subject to a complex set of local influences which are different and therefore unique, for each institution studied, although there are also some similarities. This is consistent with Douglass' view that globalisation offers substantial and potentially sweeping changes to national systems of HE but there is no uniform influence on nation-states or institutions as it is subject to a complex set of local influences. Ultimately Douglass argues that whilst globalisation remains a potent force in HE there are strong countervailing (local) forces at play (Douglass, 2005).

The case study universities demonstrate the simultaneous significance of global, national and local dimensions and forces, in varying combinations, which is exactly what Marginson and Rhoades' glonacal agency heuristic points to (Marginson and Rhoades, 2002). Having studied how local actors and institutions extend their activities to the international stage in this research, it is abundantly clear that global, regional and local dimensions are all interconnected and that nation states, markets and institutions need to be re-conceptualised for the contemporary world. Scott concludes that the local and the global can interact directly rather than indirectly through intermediate layers (Scott, 2005)

which is clearly evident in this research. It is also evident that the dynamics at play at Lakehead and Nipissing, in particular, demonstrate that the local and regional needs of an institution can limit their global perspective.

5.1.7 What strategies that respond to globalisation issues are appropriate for the type of university and setting characteristic for the case study institutions?

Before considering the response to this question it is helpful to summarise the characteristics of these primarily undergraduate, relatively small universities (Table 5-11). Their current strategies are shown in order of importance in Table 5-12 and as comparators in Table 5-13.

Table 5-11 Characteristics of Case Study Universities

Brock	Lakehead	Nipissing	Trent
medium sized	small sized	Small sized	small sized
local population 130,000	local population 117,000	local population 54,000	local population 74,600
120 km from Toronto	1,500 km from Toronto	330 km from Toronto	135 km from Toronto
striving for comprehensive status	striving for sustainability in the context of a declining population	striving for maturity	striving for sustainability in the context of a declining enrollment

Table 5-12 Summary of Main Strategies in Order of Importance

Brock	Lakehead	Nipissing	Trent
recruitment and retention of international students	(evaluate opportunities to) increase international student enrollment	recruitment and retention of international students	recruitment and retention of international students
globalisation of the curriculum	international faculty and student exchanges	international faculty and student exchanges	year abroad student placements
student/faculty/staff mobility	relationships with foreign universities and institutions	internationally-related research	globalisation of the curriculum
international research and collaboration			

Table 5-13 Summary of Main Strategies as Comparators

Brock	Lakehead	Nipissing	Trent
recruitment and retention of international students	(evaluate opportunities to) increase international student enrollment	recruitment and retention of international students	recruitment and retention of international students
globalisation of the curriculum			globalisation of the curriculum
student/faculty/staff mobility	international faculty and student exchanges	international faculty and student exchanges	year abroad student placements
international research and collaboration		internationally-related research	
	relationships with foreign universities and institutions		

It is apparent across all the case study universities that strategies appropriate for each setting characteristic need to be planned strategically and focus on themes that fit with each university's vision. It is also evident that there needs to be clear communication across the university community and a mechanism for budget allocation that coincides with defined strategic priorities.

Brock is the most advanced, in terms of its strategies for globalisation. It is clear that global activities at Brock have been in progress for some while and they are embedded in the university's psyche. The devolved model of responsibility and management for global activities appears complex at first but as interviewees describe their own perspectives it is clear to them and it seems to work well.

It is evident that Brock is striving to be recognised as a comprehensive university and there are several strategies in place to ensure that this will be achieved. Several individuals are acknowledged as good leaders who are engaged in contributing to setting university wide goals and then implementing them. Achieving changes in universities and fulfilling the opportunities presented in contemporary HE requires effective leadership at many levels (Middlehurst, 1997) and this is particularly evident at Brock. On the whole it seems that communication at Brock is also good, with few disconnects.

Trent's strategies are harder to identify as they are more ad hoc and the university has not planned them as strategically as is the case at Brock. It is clear that global recruitment, and therefore having a significant number of international students at Trent, is important for the university and this is the main strategy responding to globalisation. Trent also has strategies in place to encourage its students to study abroad and to develop curriculum that has a global focus, where appropriate.

Trent's strap lines: "LEARNING TO MAKE A WORLD OF DIFFERENCETM" and "THE WORLD BELONGS TO THOSE WHO UNDERSTAND ITTM" are further evidence of the underlying commitment at Trent to being part of the global community. Trent is striving for sustainability with the realisation that it is becoming more difficult each year to achieve its overall undergraduate student recruitment target.

Another theme that emerges from the interviews at Trent is that it does not have a history of planning and that this is a relatively new phenomenon there. There is a broad acknowledgement of the necessity for it, but still a sense of it not being fully embraced and embedded across the university.

It is evident that Nipissing is striving for maturity and to become more globally-engaged

but deems itself to be hindered by its size, location and (lack of) resources. It considers itself to be a young university playing 'catch-up' with universities that have been established for longer. It is putting emphasis on planning to ensure its future sustainability.

Its main strategies are to facilitate the recruitment and retention of international students, to develop opportunities for student and faculty exchanges to other countries and to create and disseminate internationally-related research. These are all in the planning stage and Nipissing has a great deal of potential in these areas.

At Lakehead there is no clear and consistent sense of 'what' the university is nor how it is planning to develop. Several disconnects are evident not least in how the university is responding to opportunities presented by globalisation. Lakehead is trailing the other universities in that it is currently evaluating the opportunities to increase international student enrollment, rather than already having a strategy in place. Other Lakehead strategies are to support international exchanges for faculty and students and to foster relations with foreign universities and institutions.

It seems that Brock has a good model for strategies responding to globalisation with an extensive and diverse international student population, a global curriculum and well organised student/faculty/staff mobility opportunities that are all underpinned by international research and collaboration. Whilst there are some differences in setting characteristics for the case study universities, mainly in connection with their proximity to Toronto and their size, this model seems to be appropriate for all of these primarily undergraduate, small universities.

5.1.8 How might the strategies that respond to globalisation be adjusted for the future?

Having considered each case study university and related the evidence gathered to the literature, a summary of some possible adjustments for each university's strategies is offered in Table 5-14. There is then a general discussion followed by some more detailed discussion concerning the suggestions offered for each university individually. Macro issues, such as worldwide terrorism, would of course affect all the universities and would require strategic adjustments but it is not appropriate to speculate here for every eventuality so such issues are not included. The only macro adjustment given is concerned with changes to the government's funding regime as this is fairly likely to occur.

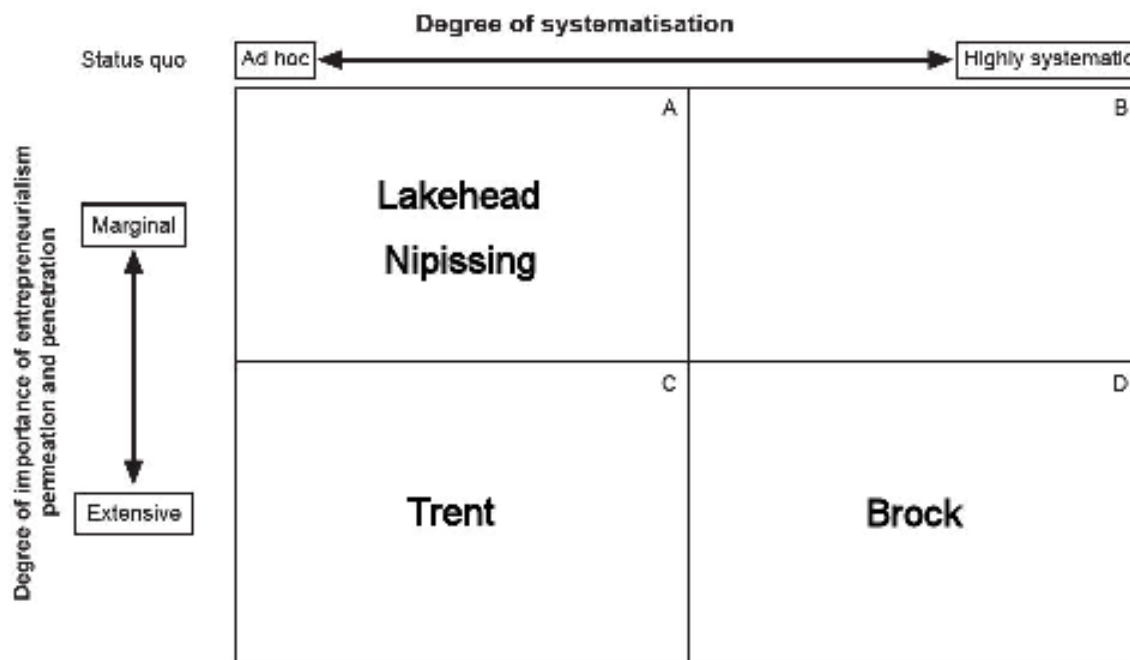
Table 5-14 Summary of Possible Adjustments to Strategies

Brock	Lakehead	Nipissing	Trent
respond to government funding changes	respond to government funding changes	respond to government funding changes	respond to government funding changes
possibly invest more	exploit opportunities available without displacing basic goals	exploit opportunities available without displacing basic goals	review achievements to learn from own good practice
develop its high potential and high performance	review ad hoc activities and implement systems so they become highly systematic	review ad hoc activities and implement systems so they become highly systematic	consider elements in development of university strategy and use these to develop plan
develop program strategies further	consider elements in development of university strategy and use these to develop plan	consider elements in development of university strategy and use these to develop plan	ensure clarity in mission and business planning
use a planning matrix	reviewed internal and external perceptions	reviewed internal and external perceptions	join up strategies and communicate across institution
use strategic alliances	simplification of strategic plan	improve clarity of Strategic Plan with respect to action plans and development activities	develop clearly articulated business planning linked with resource allocation and personnel incentives, policies and procedures
respond to global environmental issues	develop clearly articulated business planning linked with resource allocation and personnel incentives, policies and procedures	develop clearly articulated business planning linked with resource allocation and personnel incentives, policies and procedures	provide incentives for enterprising activities
	use a planning matrix	create a 'home' for co-ordination of global strategies	use a planning matrix
	direct leadership assigned for strategic priorities	ensure implementation of plans	capitalise on closeness to Toronto and rural, beautiful location
		use a planning matrix	

All of the universities would need to adjust their strategies if government funding changes. Should the McGuinty government begin to fund international students then universities will be able to invest more resources into the priorities responding to globalisation. Should the government further cut funding then the reverse could apply. There is some speculation regarding the government's target of increasing graduate students as currently international graduate students are not government funded. It is feasible that this may change as Ontario, and Canada, would arguably benefit from having a more highly skilled population and it is common for graduate students to become economically active at their location of study. All universities are currently trying to expand their graduate numbers in response to the government's priority.

It is known that universities with an entrepreneurial culture find it easier to respond to globalisation (Clark, 1998; Davies, 2001c) hence Davies' 2001 model, showing the means and styles of development of entrepreneurial cultures, (Figure 2-3) will now be considered. Using this model, the cultures of each of the universities studied are assigned to one of the quadrants (Figure 5-1) to facilitate clarity of discussion.

Figure 5-1 Current Means and Styles of Development of Entrepreneurial Cultures for Each Case Study University



This model is now used as a template to anchor the possible adjustments to strategies suggested for each of the case study universities.

5.1.8.1 Brock

Brock is the most advanced of the case study universities, in terms of its responses to globalisation. Its predominantly collegial culture has developed to become entrepreneurial and it exhibits the traits of a systematic-extensive institution with its:

- High development in a defined framework
- Explicit mission
- Business planning
- Resource and personnel incentives policies and procedures
- Specialist roles
- Strong connections with academic core.

This indicates Brock's fit within quadrant D of Davies' 2001 model (Figure 5-1) and that for Brock to develop further, it is a question of how much more investment could produce more high quality results without distorting the institution (Davies, 2001c). Brock has both high potential and high performance in its responses to globalisation.

Taking into account Brock's responses to globalisation, in the context of the systems and processes evident at the university, it seems that it already has extensive systems in place (2.7.3). Considering the literature focusing on program strategies that are evident in

internationalisation (Table 2-6), there are some perceived possible gaps at Brock and it may be possible to develop Brock's program strategies further through some of the following:

- Increased foreign language study
- Development of PhD: programs; international students and student mobility
- Joint and double appointments for research
- International dissemination of research results: conferences; seminars; publishing and citation
- Postgraduate training programs for the international market
- Offshore programs and campuses
- Distance education programs
- Twinning programs
- Branch campuses
- Franchise agreements
- Articulation programs
- Virtual programs.

These are some of the program strategies evident in internationalisation of HE (de Wit, 2002) but they are not overtly evident at Brock. It could be that they are already present at Brock but that they were not evident in this research as interviewees did not consider them relevant.

In planning future developments, to further increase Brock's responses to globalisation, using a planning matrix, such as the one in Figure 2-7, could prove helpful. It does not seem that Brock uses an objective system for assessing which of its potential opportunities would be most viable and a tool such as this may assist in taking Brock to the next level.

In reviewing the findings of this research, it seems that Brock could become much more advanced in its responses to globalisation if it were to engage in using strategic alliances. In this way Brock could 'piggy-back' on other institutions' expertise and experience and therefore take its own strategies to the next level (2.7.2). Whilst using strategic alliances can develop an institution's activities, being embedded in networks can also limit organisational action and it can be hypothesised that the stronger the ties in the networks, the more limited individual actions are. It is not known what alliances arranged at the top-level of the institution imply for individuals, schools and departments (Huisman, 2007) and Brock would need to keep this in mind should it choose to develop more strategic alliances. There are many opportunities available for universities engaged in strategic

alliances that are not possible for institutions alone and Brock could benefit significantly from using this approach.

As Brock has the most developed strategies of the four universities studied, global environmental awareness may become an issue that it might need to respond to. Should this happen in Ontario and/or Canada then Brock may need to become less reliant on international students studying at Brock as air travel is a key contributor to carbon emissions. Should air travel become prohibitively expensive, this would be a disincentive for exchange visits as well as for international students to select Brock as a place to study. This may mean that Brock should consider developing offshore operations in (some of) their key recruitment countries (China, India and the US). They could also develop blended learning techniques that take advantage of videoconferencing technology whilst ensuring academic and other support locally. This would also apply to the other universities but the impact would be far less as their numbers of non-domestic students are significantly fewer.

5.1.8.2 Lakehead

Lakehead is the least advanced of the case study universities, in terms of its responses to globalisation, alongside Nipissing. It currently has marginal globalisation activities carried out in an ad hoc manner. These are exhibited in terms of its:

- Low development
- Opportunism
- Little incentive
- Few supporting procedures
- Ground rules implicit
- Networks informal and personal
- Individual based
- Weak market intelligence.

This indicates Lakehead's fit within quadrant A of Davies' 2001 model (Figure 5-1). To develop its responses to globalisation to the next level, it probably needs to exploit the opportunities available without displacing its basic goals. It could review the ad hoc activities and implement systems for these so that they become highly systematic, but still on a marginal scale. From here, Lakehead could seek to develop more activities, using the systematic approach developed, so that the activities become extensive and embedded in the university. This approach would take Lakehead from quadrant A to B to D (Figure 5-1). In terms of its cultural development, Lakehead is still predominantly collegial and exhibits the characteristics as described in the literature (2.8.1).

With respect to its strategic planning process, Lakehead may benefit from considering the elements in development of university strategy (Figure 2-6) and using these to inform its strategy development. It would seem that Lakehead has not effectively reviewed its internal and external perceptions in order that the credibility gap is recognised and removed. If its strategic planning is to be effective it should engage with the university community and encourage opportunities for contributions. It might be that Lakehead would benefit from simplifying its strategic priorities in order that they are more easily disseminated and implemented across the institution. The number of strategic goals could be reduced from the current 52 so that there are a dozen or so high priority strategic goals that the whole of the university community can relate to and ensure they are working towards.

Ultimately, to lead to extensive and systematic responses to globalisation, it would be sensible for Lakehead to develop an explicit mission and clearly articulated business planning that links with resource allocation and personnel incentives, policies and procedures. With these in place, Lakehead could then develop targeted marketing and specialist roles that have strong links with the academic core. Use of a planning matrix (Figure 2-7) would assist Lakehead in considering its particular options and deciding objectively which would be best for the institution.

Lakehead's strategies might be more successful if there was more direct leadership in place. This would most likely be easier to achieve with fewer strategic goals so that individuals in leadership positions could exert more energy to achieving their strategic goals. Also, with fewer strategic goals, there would then be a better understanding across the teams responsible for implementation and across the university community as a whole. The literature shows that if any major borderless development is to succeed in HE, effective leadership and the identification of credible and respected product champions is needed (CVCP / HEFCE, 2000c).

5.1.8.3 Nipissing

Nipissing and Lakehead are the least advanced of the case study universities, in terms of their responses to globalisation. Nipissing's globalisation activities are currently marginal and carried out in an ad hoc manner, as evidenced by the same characteristics as Lakehead and fitting within Davies' 2001 quadrant A. Its culture is still predominantly collegial and it exhibits the characteristics as described in the literature (2.8.1). For Nipissing to develop its responses to globalisation to the next level, like Lakehead, it needs to exploit the opportunities available without displacing its basic goals. It could review the ad hoc activities and implement systems for these so that they become highly systematic, but still on a marginal scale. From here, Nipissing could seek to develop more

activities, using the systematic approach developed, so that the activities become extensive and embedded in the university. This approach would take Nipissing from quadrant A to B to D (Figure 5-1). Like Lakehead, it needs to develop an explicit mission and clearly articulated business planning that links with resource allocation and personnel incentives policies and procedures. With these in place, Nipissing could then develop targeted marketing and specialist roles that have strong links with the academic core.

It could be that Nipissing's Strategic Plan does not include enough clarity with respect to the action plans and development activities and more detail here could strengthen future strategic planning. It seems that Nipissing has not considered the elements in the development of university strategy (Figure 2-6) and has therefore omitted to address some of the complexities involved in strategic planning. It should carefully consider its organisation infrastructure and relevance for the purpose it sets itself, in order to achieve its maximum potential. Within this exercise, Nipissing would be able to review its internal and external perceptions so that any credibility gap could be identified and removed (Keller, 1983).

At Nipissing, one of the main adjustments could be to bring all its global responses under the direction of one job role to create a 'home' for co-ordination of these activities and to create a community for those working in these areas. Jane Knight identified the commitment and support of senior administration, Board of Governors and faculty as the most critical factors facilitating the internationalisation process. The existence of an International Office with experienced personnel to support international efforts, plus adequate funding and external support, were other primary factors (Knight, 1995). The absence of an International Office at Nipissing is not helpful in the university's drive to respond to globalisation. This may also address the issue of relevance of the organisation's infrastructure (Keller, 1983).

Assuming that Nipissing prefers its strategies responding to globalisation to be successful, then its budget allocation process needs to be clear and in support of its strategic priorities. Nipissing should ensure that its Strategic Plan is resourced and implemented, not just planned. This also has implications for its:

- Systems and administration
- Potential to over-extend
- Human resources with new tasks to be undertaken often in different settings
- Personnel policy including issues of expertise, contracts, recognition, incentives, development time and cultural transformation.

All of these need to be carefully considered to avoid self delusion and possible failure.

Nipissing may also find it helpful to use a planning matrix (Figure 2-7) when planning the next level of detail in its strategy. This would enable an objective decision on where to target some of its efforts in development in this complex area.

5.1.8.4 Trent

Trent is the second most advanced of the case study universities, in terms of its responses to globalisation, after Brock. It currently has considerable activities but these are rather disorganised. It exhibits many of the traits of an extensive-ad hoc institution, according to Davies' 2001 model, with its:

- High development
- High opportunism
- Limited policy frame
- Uneven procedural support
- Incentives-freedom
- Confused structures and relationships
- Ad hoc review processes
- Tensions with core
- Confused finances.

In terms of its cultural development, it has become somewhat entrepreneurial in spirit and approach. Trent has many achievements worthy of congratulating and it could review how these things have happened so that it could learn from its own good practice. It could do this by considering the elements in development of university strategy (Figure 2-6) which take into account some of the complexities involved (Keller, 1983).

From this, it could embed systems for the relevant activities so that it would be in a position to develop its responses to globalisation so that they are not only extensive but they are also well supported and organised. This approach would take Trent from quadrant C to D (Figure 5-1) in Davies' 2001 model (Davies, 2001c). To progress to the next level, Trent needs to ensure that it has all the characteristics of a quadrant D institution. Currently it may be somewhat lacking clarity in its mission and business planning, the resource and personnel incentives policies and procedures, the specialist roles required and strong connections with its academic core.

The main adjustment appropriate at Trent might be to become more 'joined up' with its strategies on globalisation so that there is an economy of scale and a shared understanding of what is being planned and achieved. Several very good initiatives are on-going but they are not necessarily known across the university community. There is a

sense that in the past Trent had not been good at planning and therefore it cannot change. This is untrue as there is much evidence of several very well planned and executed projects.

Another adjustment could be for the university community to be aware of Trent's strategic priorities and where responsibility for each lies. This would encourage colleagues from other departments, faculties and colleges to be involved in globalisation projects and in other initiatives.

As with Lakehead and Nipissing, the budgeting process at Trent should link with the Strategic Plan, to ensure that priorities are costed appropriately and are achievable. If this was the case then Trent could ensure that appropriate support was in place for the achievement of all its strategic priorities. Other factors, that if addressed, could improve Trent's responses to globalisation include:

- Robustness and relevance of current support systems and administration
- Potential for over-extension/over-trading
- Human resources with new tasks to be undertaken often in different settings
- Personnel policy including issues of expertise, contracts, recognition, incentives, development time and cultural transformation.

Trent's strategies could also be adjusted so that there is more incentive for enterprising activities. Academic departments at Trent do not have instructional budgets; they just have '*paperclip*' budgets. Every November, Heads of Departments present their staffing plan to the Dean to indicate the instructional resources required to cover programs for the following year. Heads of Department have no financial accountability; they just know which courses need to be covered, which faculty are on sabbatical and therefore what is needed for delivery of all courses. This does not, and will never, encourage entrepreneurial activity. This model relies wholly on goodwill for faculty to be engaged in any 'non-mainstream' activities. Trent may benefit from reviewing its budget process to ensure that development and operational costs related to infrastructure and technical development necessary for Strategic Plan delivery become the responsibility of Heads of Department thereby sharing incentive and ownership for its delivery.

Trent should clarify what is meant by 'teaching release is provided for faculty who take lead roles in international research projects' as this would give faculty an incentive. The report against this target for the previous (2010) Strategic Plan indicates: 'No action. To be addressed when issue arises' (Trent University 2006). There is no progress for this published for the 2014 Strategic Plan and it is not mentioned in any of the interviews.

Trent, like the other universities, may also benefit from the use of a planning matrix (Figure 2-7) when planning the detail of its focus. This would enable it to make objective decisions on where to target some of its efforts in responding to globalisation.

In the context of Trent's declining undergraduate enrollment, it might adjust its strategies to include more reference to its close proximity to Toronto. This, coupled with its rural and beautiful setting, could be a selling point with which the Toronto universities could not compete.

5.2 Recommendations

In this section general recommendations are made that follow from the specific suggestions for adjustments to institutional strategies given in 5.1.8. The recommendations take into account the explicit research findings and the answers to the research questions from each of the case study universities. It must be remembered that only 4 universities are studied, out of a total of 18 (Table 2-3), which is less than a quarter of Ontario's universities. They are all primarily undergraduate, relatively small institutions and therefore not representative of all universities in Ontario. The recommendations take into account the pertinent literature (Chapter 2) and are all given from the perspective of the case study universities. Caution needs to be exercised when articulating recommendations, of course, as the environment is both complex and dynamic.

The McGuinty government should be lobbied to consider its position on:

- Funding undergraduate international students
- Supporting universities' overseas marketing initiatives
- The role of foreign offices and international government agencies in supporting universities
- ICT use in Ontario universities and countries that export students to Ontario
- QA across Ontario universities.

This would serve to facilitate the growth in international student enrollment in Ontario and to further develop globalisation and multicultural universities which in turn would contribute to economic development and the growth of Ontario's knowledge economy. It seems that the government should develop its funding regime to include postgraduate international students in the future.

Whilst there is no requirement for Ontario universities to be directed by the government, the case study universities are all keen to respond to government priorities not least because of the accompanying funding incentives. This is consistent with universities

deriving much legitimacy from following government priorities and policies as evidenced by many HEIs following their government's national agendas (Huisman and van der Wende, 2005). The government should therefore ensure that its funding policies are aligned with the strategic priorities that it encourages the universities in Ontario to adopt.

In summary, Brock should consider using strategic alliances to further develop its strategies that respond to globalisation thereby building on its high potential and performance to date. Lakehead should review its very detailed Strategic Plan with a view to simplifying it. It should decide on strategic priorities, in response to globalisation, link these with budget allocation and assign leadership to each priority. Communication across the university needs to be improved so that there is a transparent process and a shared understanding of priorities and their delivery. Nipissing should improve the clarity of its Strategic Plan with respect to action plans and development activities. It should create a central point, not necessarily to be responsible for the delivery of all the components but at least to create a 'home' for the activities. Nipissing needs to ensure that all its plans are realised and there is not just an endless planning cycle that fails to deliver outcomes. Budget allocation at Nipissing needs to be clear and in support of strategic priorities. Trent needs to join up its strategic responses so that there is an understanding across the university community, including within the colleges. There is scope for Trent to be more strategic in its planning and there is evidence that this has started. Trent needs to ensure that there are incentives in place to encourage faculty to deliver the outcomes for which they are responsible. Budget allocation at Trent also needs to be clear and in support of strategic priorities. It needs to decide the role of the colleges at the university.

None of the universities studied, place importance on being involved in partnerships, alliances and consortia. This is interesting as in a globalising environment there is no place to hide from international comparisons and in such a volatile, uncertain, high-risk environment it is obvious why many university leaders seek the counsel of their peers through international alliances and consortia. Some networks exist primarily for information exchange though others achieve far more (Teather, 2004). All of the universities studied should review their alliances and consortia with a view to facilitating a collaborative approach, if appropriate, as international competitiveness for universities is increasingly being realised through international cooperation (Welle-Strand, 2002). Some believe that the future for established Canadian universities lies in partnerships with other HEIs and commercial providers, which allow the best use of resources and can reduce the duplication of efforts (CVCP / HEFCE, 2000b; Lewis et al., 1998).

5.3 Summary of Findings and Future Research

This study has found several similarities and many differences in institutional responses to globalisation that are explained in terms of policy context, institutional culture, strategic planning, institutional characteristics and settings. From these findings, several suggested adjustments to institutional strategies for each of the case study universities are offered (5.1.8).

The main research questions are:

1. How do the case study universities respond to the challenges and opportunities of globalisation? (in terms of the scope of their activities and the targeted countries of origin of international students)
2. What factors have determined and affected these responses? (in terms of internal and external drivers from the interviewees' perspectives).

In general terms, the first question (5.1.1) is answered by up to four main activities:

- Non-domestic student recruitment
- Mobility for students and staff
- Research and collaboration
- Curriculum development.

All of the case study universities recruit non-domestic students and are keen for this to continue and develop further. Their international students come from a range of many (up to 80) different countries with only small numbers typically coming from each country. All the universities studied are planning to increase their non-domestic enrollments. All of the universities studied also engage in some kind of mobility ranging from several options for students, faculty and staff (at Brock and Lakehead) to teaching placements (at Nipissing and Trent). Brock and Trent are both concerned with global research activities and curriculum development whilst neither Lakehead nor Nipissing are.

The second question (5.1.2) is answered by numerous factors (Table 5-6) with institutional culture, structure, characteristics and settings all having significant influences for all case study universities. Other important factors are the federal and provincial governments and their drive for Ontario, and Canada, to become more global. Financial factors are also vital in determining and affecting institutional responses to globalisation and these include governments' funding regimes, internal budget allocations and the financial barriers faced by non-domestic students. All of the universities studied are responding to globalisation in the context of their own characteristics, settings and experiences.

It would be interesting to repeat this study in the future in order to map the developments and changes at the case study universities since 2007. It would also be interesting to attempt to identify the various merits of the different practices revealed thereby identifying good practice for universities with particular characteristics, settings and experiences.

Another interesting piece of research would be to review the responses to globalisation at medical/doctoral universities and/or comprehensive universities, in Ontario, to compare their responses to those of the primarily undergraduate universities studied in this research. A similar study in a different province in Canada, or a different country, would enable a different comparison to be made that would also be interesting. The individuals interviewed in this study could be followed up in (say) five years time to see if there are any trends evident for those working in this developing field.

Research could also be carried out to determine what could, and perhaps should, be the role of government in supporting universities' globalisation strategies.

This empirical research used Beerkens' conceptualisation of globalisation as a framework for the study. On reflection, it seems that overall this was a valuable and suitable framework for use as its multidisciplinary nature and its four points of departure facilitated a broad analysis of the impact of globalisation on the four case study universities. Using this conceptualisation meant that the carefully worded interview questions ensured that interviewees were able to relate to the concept of globalisation along the multiple dimensions of Beerkens' definition. If a narrower definition had been used, then the interviewees' responses would have likely been constrained within that definition, rather than opened up as was the intention in this study.

The neutrality of Beerkens' conceptualisation also renders it a good model to use in this study. If the semi-structured interviews had used strongly normative terminology the interviewees could have been 'put off' or the discussion could have gone in directions that would have detracted from answering the research questions.

Beerkens' model was used as a loose framework within which to analyse the case studies. It was not adhered to rigidly with each point of departure being considered separately; it was used more to 'contain' the analysis thereby allowing the richness of the findings to be preserved.

One element that was perhaps not as overt as it could have been, using Beerkens' conceptualisation, was the economic point of departure. It would have been interesting to consider the case study universities from this angle specifically, to review whether globalisation was perceived, by the interviewees, as a result of market forces (neo-

liberalism) or whether there had been other interventions. Using Beerkens' conceptualisation, the economic imperatives are implicit within the 'Authority' anchor point that describes the past reality of state sovereignty (and funding for HE) which has morphed into the reality of authority (of funding in HE) being transferred upward, downward and sideways. The interviewees at the case study universities described many aspects of globalisation including culture, strategic planning, leadership, academics' input, student feedback, government influence and revenue generation. This thesis chose to examine the responses to globalisation predominantly from cultural and strategic planning perspectives, hence the lack of focus on the financial imperatives. It is not intended to diminish the importance of the economic drivers in globalisation but they are not considered in detail in this thesis.

Chapter 6 Reflections of the Author: Professional Practitioner and Personal Development

The DBA (HEM) 'Guidelines for PHASE 2: The Thesis' indicates that an account of the personal development of the candidate as well as conclusions and recommendations arising from the study should be integrated into the body of the thesis. A summary of my professional and intellectual development over the period of the DBA program therefore follows.

6.1 Introduction

I chose to pursue the DBA (HEM) for several reasons. As an experienced senior manager in HE I saw it as beneficial for me to achieve a qualification in management and as I already possess a PhD it seemed appropriate to aspire to a doctorate level qualification. I knew that the DBA program would allow me to explore an area about which I was intellectually curious and that would also contribute to my personal and professional development in the field of HE. Another benefit to me, in participating in the DBA program, was that it included 'thinking time' away from the workplace, in which to reflect on what I was learning and the ways in which my institution could gain from practice elsewhere.

Having worked in HE for 13 years I am used to the concept of being a reflective practitioner and of the need to ensure that my practice is continually developed. I have participated in many management, training and development courses but have often found them lacking in substance, depth and/or rigour.

I considered the DBA program to offer me a way of providing a deeper understanding of the issues I was addressing in the practice of HE management so that I would be able to bring a more informed perspective to my work whilst sharing my practice with peers and vice versa. I relished the prospect of studying in a small cohort alongside colleagues from across the world and the global dimension to the program was an important factor in my choice. I could not have studied independently and gained such a global perspective.

Prior to discussing my intellectual journey, it is pertinent to outline the changes in my professional life since I started the DBA program in May 2004. I was recruited to Canterbury Christ Church University College (CCCUC) in July 2000, from the Manchester Metropolitan University (MMU) where I was a Principal Lecturer with responsibility for consultancy activities in my department. CCCUC recruited me to become Director of their 'Centre for Enterprise and Business Development' (CEBD) which had grown organically and whilst being very successful was seriously lacking in process and structure.

Gradually, I ensured that the CEBD became more 'business-focused' as I introduced structure and a range of policies and procedures to ensure it remained financially viable and had good quality assurance.

After four years, the CEBD was robust and I decided to take on a new challenge at CCCUC: I became Director of its new Broadstairs Campus in October 2004. During my time as Campus Director I was very interested in the entrepreneurial opportunities taken by universities as this was what I had specialised in at the CEBD and at MMU. As Campus Director at Broadstairs, I again had to introduce procedures to a new area that had grown organically and 'just in time'. As soon as the campus concept had been approved it was swiftly built without, some would argue, due attention to the reality of the campus. I became Director of the campus in its third year of operation and my first priority was to ensure that faculty and administrative staff became a joint team. There were many tensions that I needed to resolve whilst mapping the future strategic priorities for the campus and ensuring student recruitment targets were met and appropriate programs were offered. Other key areas of activity, for me at this time, were in building partnerships and networks for the campus (including those with local schools and the Further Education colleges) and marketing the campus.

I was most fortunate to have the support of the Principal at CCCUC and was financially assisted to join the DBA program in May 2004. CCCUC was awarded university title in 2005 and became CCCU, the Principal then became the Vice-Chancellor.

My interest in the concept of globalisation in HE started at the CEBD as we worked on several transnational projects with partners from many other countries. At Broadstairs Campus I saw the concept from a different perspective and in terms of the value gained by the students (intellectually, culturally and in so many other ways) when they went abroad to study. I also appreciated more fully, the value to the campus (financially, culturally, pedagogically and in so many other ways) of having international students at the campus and having home students return after overseas experiences.

Meanwhile I had decided to emigrate to Canada, a place I had always enjoyed vacationing in and somewhere where I felt my professional experience would be advantageous. I too wanted to benefit from an overseas experience, so I therefore decided to focus my DBA thesis on globalisation in (some) Canadian universities in the hope that this would help me secure employment at a Canadian university. In April 2006 I took up the role of Director of Operations for Lakehead University at its, not yet opened, brand new campus in Orillia, Ontario. I was very fortunate to have the support of the President for my DBA studies.

I include this commentary to demonstrate the changing professional demands I experienced over the period of my DBA.

6.2 The DBA program

The program was structured around three key areas:

1. The residential periods that were classroom based and facilitated significant interaction with other DBA students in the cohort
2. Phase 1 assignments x 4
3. The thesis.

6.2.1 The Residential Periods

The residential periods, of one and two weeks, took place mainly in Phase 1 of the DBA program. During each, there were formal lectures given by the University of Bath School of Management, and other, academics. These provided the framework and foundations necessary for the DBA and gave an introduction to the literature on HE, to which I had not been previously exposed to any great extent.

There were also a number of key note presentations given by leading figures, mostly in UK HE. These provided an insightful overview of the way in which policy developments had taken place and the roles of the organisations represented by the speakers. They all encouraged discussion and were keen to hear the DBA students' perspectives on their area and issues. Often the discussion was just as useful, if not more useful, than the planned presentation.

It was interesting to note the commonality of issues in HE across the world, as evidenced by members of the cohort who came from countries including: England, Ireland, Italy, Hungary, the US, South Africa, the West Indies and Canada. This breadth of geography was a genuine bonus to the program and to all the students. Informal contact between those in this DBA cohort provided a learning environment that was rich with experience of different institutional and system cultures and styles. It was truly enlightening and helped me to develop new ways in which to consider the context of the several countries represented, in the globalisation of HE.

Through the lectures and key note presentations it was very interesting to become aware of so much academic work on the nature, purpose, structure, role and development of HE in the UK and elsewhere. It was of note that certain themes occurred over and over again

including: the academic/administrative divide; strategy in HE and institutional structural and governance issues. It seemed that the academic area of management had not been applied to the university context and consequently the DBA was demonstrating an emerging need for literature and knowledge in this area that is about management and education and is both academic and practical.

The residential periods were intense and enjoyable, due in part to the sense of community developed within the cohort. They provided the opportunity for reflection on one's own work and also encouraged intellectual development into Phase 2 of the DBA – the thesis. The primary research and thesis writing required significant solo planning, organisation and execution that were made easier and more enjoyable, within the framework of peer and tutor support of the DBA program.

6.2.2 The Assignments

Four assignments were required for Phase 1 of the DBA program, organised within the units of study around which the residential periods were designed. A summary of my assignments is shown in Table 6-1.

Table 6-1 DBA Phase 1 Units and Assignments

DBA Phase 1 Unit	Assignment Title
Strategic organisational change in HE	Has the mission and positioning of Canterbury Christ Church University College (CCCUC) changed in the last ten years? What factors have caused the changes? Analyse, with reference to the literature, what this has meant in practice.
Strategic issues in HE development and management	To what extent are practices of business leadership applicable to HE?
	A Review on the General Agreement on Trade in Services (GATS) and its Impact on HE Generally and Canadian HE in Particular
Research Methods	A Qualitative Study of Globalisation and its Strategic Impact on (some) HE (Institutions) in Ontario

My first assignment was borne out of an interest in my own institution's development regarding its mission and positioning. In this assignment I explored the extent to which the mission and positioning of the University College had changed in the last ten years. I outlined how the changes had been manifest and what that meant in practice. I touched on the culture and leadership of the University College as these are intrinsically linked with mission and positioning. I concluded that the mission of the University College had not changed appreciably in the last ten years although it was more widely known and understood by stakeholders than had previously been the case. The positioning however, had changed relatively significantly as it had become a medium sized, mixed institution

poised to be awarded university title. The main factors that caused change in positioning, had been those national drivers which affected the whole sector. Of particular significance was the January 2003 White Paper: 'The Future of Higher Education', which set out the Government's plans for radical reform and investment in universities and HE colleges. This legislative framework provided the opportunity to submit the University College's application for university title (Department for Education and Skills (DfES), 2003).

The other main factor causing change at the University College was the leadership, present and past, coupled with the enabling and innovative culture resulting from external and internal drivers. This assignment stimulated my interest in leadership and culture and their roles in strategic change in HE. It provided my first experience of conducting semi-structured interviews for the purpose of academic research and it allowed me to explore how effective leadership can facilitate strategic change in HE, something that was a large part of my professional role. This assignment provided a valuable foundation for developing my thesis ideas especially with respect to appreciating the roles of institutional culture and leadership.

My second assignment was borne out of my interests developed in the first assignment with respect, in particular, to the practices of business leadership and whether they were applicable to HE. I concluded that in HE there are many staff and faculty in positions of leadership, without the necessary skills and experience to be completely effective. It was clear to me that given the context of massive change and growth, in a very short time period, it was essential for those with roles of leadership in universities to have the necessary skills if the UK was to continue to lead the world in this arena. My view was supported in the 2003 White Paper 'The Future of Higher Education' in which the government acknowledged that '...both mission and collaboration are challenges that will demand outstanding management and leadership in our higher education institutions. We must support the sector in developing the capacity not only to manage these changes, but also to be in the driving seat of future reform' (Department for Education and Skills (DfES), 2003). This assignment helped inform my approach to the development of strategies and plans to develop the campus in Broadstairs for which I had responsibility, using business models where appropriate. It also contributed to my thesis ideas as I developed a much clearer understanding of universities as businesses and the necessity for good leadership.

My third assignment looked at the WTO's GATS and its impact on HE generally and Canadian HE in particular. I chose this topic specifically to help prepare the way for my thesis research that would be grounded in Canada and would be concerned with globalisation, of which the GATS is a part. Through the GATS, and its contribution to globalisation, it was anticipated that HE, which had not traditionally been considered as a

commodity or item for general consumption, would be liberalised, along with many other services, and transformed into a global service powered by the developed economies of neo-liberal, westernised countries. Free market, capitalist, evangelists declared that globalisation would lead to higher living standards throughout the world and would promote economic development and the alleviation of poverty. The liberalisation of trade in services would unlock significant welfare gains and cost reductions, they said, that would benefit producers and consumers alike worldwide (Robertson, 2003). I argued that the GATS was unnecessary for HE as liberalisation was already underway and on track due to the emergence and development of entrepreneurial universities. The theory of entrepreneurial universities leads organically to further developed globalisation of HE that relates directly to market needs and sustainability. I argued that this was a more effective means to achieve this vital end in an effort to maximise economic prosperity and social justice worldwide. In this assignment I argued that Canada would strive to protect its HE market. I believed it would continue to ensure that education was not a tradable service by negotiating a series of rules that provided a workable framework for international trade in HE whilst resisting the notion of education being subject to international trade policy. This assignment explored the context of HE in Canada that was an extremely useful foundation for my thesis. It also required substantial investigation into globalisation that provided me with crucial insights into the complexity of the phenomenon and its link to other issues such as internationalisation. This assignment helped pinpoint my thesis topic.

My fourth assignment, in research methods, helped me to plan the empirical study in this thesis. I used it to articulate the methodology used in this study, in advance of carrying it out, to ensure that the empirical research was robust and valid.

6.2.3 The Thesis

The impact of globalisation on HE has had an important influence on my working practice in my job roles since the year 2000. My assignment that explored the GATS and its impact on HE stimulated an interest in exploring in detail how some universities have responded to globalisation. The Ontario government's interest in their universities becoming more global in approach (Government of Ontario, 2005a) further stimulated my interest, as did securing the job of Campus Director for a brand new university campus in Ontario.

Whilst investigating the general topic it became clear to me that there was considerable literature in the field of globalisation in HE but that there were very few empirical studies with clear focus. My reading on globalisation further narrowed my focus for study to

also be concerned with the dynamic between global and local influences and activities, in the context of HE. There is much scope for further research in this emerging area.

6.3 Conclusion

Participation in the DBA program has developed me both professionally and personally. It has contributed to my professional work in a variety of ways, from appreciating the wider context of HE as a global concept and understanding in particular the role of culture, strategic planning and leadership in implementing change in HE to arguing that global and local responsibilities are aligned and need not compete for priority. I am now aware of several approaches and strategies that have been proven successful in resolving issues in HE and I understand the importance of globalisation as a concept and its impact on HE. Without the DBA program I would not be able to lead and manage change and development in HE as successfully as I have demonstrated I can. I believe that it has benefited both of my employers during my DBA studies and will benefit my future employers.

An obvious example of my leadership skills is demonstrated by my job role in Canada which was to lead the opening of a brand new university campus for Lakehead University. I became Director of the campus in April 2006 and opened the campus in September 2006. Leading a team of 3 administrators (including myself) to start with, I had five months to plan and deliver the new campus opening. Clearly time was very tight and not only did I have the faculty and staff recruitment to be concerned with but also the building project as the campus was in a former 19th century carriage factory undergoing refurbishment of which 14,000 sq ft was to become the university campus.

The main priority prior to opening was for student recruitment which was a difficult task as the 'building site' that was to become the campus was out of bounds and the programs that were to be delivered were not validated until May 2006 and detail of the courses within the programs was not confirmed until later. Potential students needed to have a leap of faith to sign up for this offering. I had to manage this, staff and faculty recruitment, community liaison, the building project and all other aspects of new campus development concurrently.

The DBA program served me well as it gave me a new found confidence in myself as a practitioner in HE. Having studied strategic planning I was able to develop appropriate plans, with stakeholder input, and lead the emerging team to a very successful campus opening, with 123 students in its charter class. The DBA taught me that there are many ways to achieve the final target and it is important to choose a way that suits the style of those involved. In Canada there is even more of a collegiate style than in the UK and I

soon recognised the importance of consulting widely before taking major decisions. The team at the campus responded very well to my style, which I adapted to facilitate maximising their potential. I also recognised the importance for me to be able to say: 'I don't know' and then to follow up with research to enable me to find, and share, the necessary information. I gained respect from the team by doing this.

I now appreciate the vast literature-base available to those working in, and interested in, HE and the plethora of information and expertise in existence. In a more general sense, the DBA has enabled me to demonstrate more gravitas in my professional life and has bolstered my confidence when dealing with the most senior managers and academics in universities without feeling subordinate to them in terms of experience and expertise.

From a personal perspective, the DBA program helped me to secure a job in Canada and to rise to all the challenges presented by living in a new country. It broadened my understanding of different cultures and the multifaceted value of multi-culturalism in all walks of life. It helped me understand that there are many different ways to do things and that only with careful planning and understanding can one always confidently select the best way.

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Appendix 1 Email correspondence to each expert in advance of meeting

Dear

I am so looking forward to meeting you on *date* at *time*.

As you know, I am particularly interested in globalisation, internationalisation and borderless higher education and also in Canadian HE.

My provisional thesis title at present is on the lines of: 'Strategic Response of Canadian Universities to Globalisation of Higher Education' and I am planning to encompass:

- a consideration/evaluation of Canadian government/Ontario government policies and practices in relation to the theme
- an evaluation of institutional responses of 3 - 5 universities in Ontario, concerning a range of issues of a policy and strategy

These are the sorts of questions I'd like you to consider and talk about when we meet:

1. What is globalization/internationalization in the context of Higher Education?
2. What federal policies are aimed at internationalizing / globalizing Canadian HE?
3. What provincial policies are aimed at internationalizing / globalizing Ontario HE?
4. What do you understand globalization / internationalization to mean to Ontario HEIs?
5. What strategic changes have globalization / internationalization brought about in universities in Ontario?
6. Why have these changes happened?
7. What are the future plans?
8. Which Ontario universities would make interesting cases?
9. What do you think are the impeding factors?
10. What do you think are the fostering factors?

Many thanks indeed for your help.

Best regards

Sally-Ann

++++
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++++

Appendix 2 Interview questions for case study interviewees

Section A – Questions just for the International Office Director/Chairperson

- a) Approximately how many of your students are recruited from a country other than Canada to this university?
- b) How many are undergraduates and how many are postgraduates?
- c) Which countries are they from?
- d) How has global recruitment developed in recent years?

Section 1 - About the University

1. Tell me a little about this university's culture.
2. How would you describe the culture?
3. Are any of these words appropriate: corporate, bureaucratic, enterprising, collegiate?
4. How does globalization affect the evolution of institutional culture?
5. What sort of institutional cultures are necessary to sustain globalization?
6. How has the culture changed in recent years?
7. Do you think it is still changing?
8. Is the culture supportive of the global dimension?
9. How would you describe the main enablers and barriers for global recruitment?
10. Where is the power in your university with respect to the global recruitment of students?
11. How "global" is the staff population at the university?
12. Has this changed in recent years?
13. What are the main barriers (if there are any) for global recruitment of staff?

Section 2 – Globalization strategy

1. Has the university got an explicit strategy for globalization?
2. How has it evolved?
3. What were the significant internal and external factors in creating the strategy?
4. What is its scope and timescale?
5. How does it filter down to your department / unit?
6. What instruments are available to secure its implementation?
7. Why has the university chosen to do this? What are the motivations? Benefits? Assumptions?

Section 3 – Global Recruitment

1. Why does this university recruit students globally?
2. How is global recruitment carried out?
3. What are the university's strategic goals for global recruitment?
4. Who is leading the global recruitment of students?
5. Describe the trends in global recruitment and the perceived reasons for this.
6. What is the nature of university strategic planning and what is its role in institutional transformation?
7. How do local and regional constituencies respond to the university's global recruitment strategy?
8. Does this university provide sufficient emphasis (with finite human resources) to the local and regional markets?
9. How does the contribution of international students affect this institution?
10. How are international students integrated into the culture of this institution?
11. How do international and home students integrate?
12. Is there adequate institutional support for these activities?
13. Do you think there is a pattern of global recruitment across Ontario or Canada?

Section 4 - Overall

1. How does the university plan to continue responding to globalization?
2. Is it financially viable?
3. How are local, regional and global priorities balanced?
4. What benefits accrue to the university?
5. What are the major barriers?

Appendix 3 Correspondence in advance with case study interviewees

437 Peter Street North, Orillia, ON, L3V
5A6

t: +1-705-345-4710
e: sallyannburnett@fastmail.fm

date
name and title
university address

Dear *name*,

Thank you very much for agreeing to be interviewed by me, for my DBA research, *date*,
time and venue.

As well as being the Director of Operations at Lakehead University's Orillia Campus, I am also a postgraduate student at the School of Management at the University of Bath in England, studying for my DBA in Higher Education Management. My research is a qualitative study of Globalization and its Strategic Impact on (some) Higher Education Institutions in Ontario. The purpose of the study is to establish a picture of how globalization is affecting some universities in Ontario with particular respect to student recruitment. This study will generate information that will highlight some of the important work that universities are carrying out in responding to the challenges and opportunities of globalization.

I will carry out case studies on four universities in Ontario of which *university name* is one. The President of *university name* has given his permission for me to carry out this study and it has been approved by the Research Ethics Board at *university name*. The research proposal also follows the ethical guidelines of the University of Bath (<http://www.bath.ac.uk/vc/policy/ethics.htm>) and adheres to the ethical standards of the British Educational Research Association (<http://www.bera.ac.uk/publications/pdfs/ETHICA1.PDF>).

Within the case studies I will gather data from documentary sources (institutional plans, annual reports etc) and I will interview the following staff and faculty, of which you are one, to ascertain various views on the issue:

- President / Vice-President (individual with responsibility for global initiatives including of students) – this person will be asked to name the subsequent interviewees – *name given by President*
- International Office Director/Chairperson – *name given by President's nominee*
- Director of Admissions – *name given by President's nominee*
- Director of Student Services – *name given by President's nominee*
- The Dean of a Faculty with a predominantly local perspective – *name given by President's nominee*
- The Dean of a Faculty with significant global students – *name given by President's nominee*

My central research questions are:

- Why are students recruited from across the globe to the case study universities in Ontario?
- How global is the student and staff population at the case study universities?
- How do local and regional constituencies influence the case study universities?
- What sort of culture do the case study universities have?
- What are the future plans, at the case study universities, in response to globalization?

I am particularly interested in the concept of "glonacalization" which acknowledges the interdependence of the local, regional and global dimensions. Consequently I will be exploring some aspects of glonacalization in my interviews. The interview with you should take about an hour and I will ask you questions under these headings:

1. The university's culture
2. The university's strategy for globalization
3. Global recruitment of students
4. The university's future plans

I prefer you not to know the precise questions in advance as I am keen to have spontaneous responses. If you do want further information before we meet please let me know.

Finally, I want to assure you of confidentiality and anonymity where appropriate. I will not use names when I report these interviews but will use job roles instead. If there are any particular quotes or references that you consider controversial or otherwise "damaging" - they will be made anonymous or re-phrased.

Thank you again, in advance.

Sincerely



Dr Sally-Ann Burnett

Case Study Report for Brock University

Prepared by:

Dr Sally-Ann Burnett, December 2007

Contents

- 1. Background and context**
- 2. Overview**
- 3. Culture of the Institution**
- 4. Globalization Strategy**
- 5. Global Recruitment**
- 6. Strategic Planning**
- 7. International Students**
- 8. Overall**

1. Background and context

This report forms part of my DBA in Higher Education Management. My research is a qualitative study of Globalization and its Strategic Impact on (some) Higher Education Institutions in Ontario. The purpose of the study is to establish a picture of how globalization is affecting some universities in Ontario with particular respect to student recruitment. This study will generate information that will highlight some of the important work that universities are carrying out in responding to the challenges and opportunities of globalization.

I have carried out case studies on four universities in Ontario:

- Lakehead
- Trent
- Brock
- Nipissing

Within the case studies I have gathered data from documentary sources (institutional plans, annual reports etc) and I have interviewed the following staff and faculty, to ascertain various views on the issue:

- President / Vice-President (individual with responsibility for global initiatives including of students) – this person was asked to name the subsequent respondents
- International Office Director/Chairperson
- Director of Admissions
- Director of Student Services
- The Dean of a Faculty with a predominantly local perspective
- The Dean of a Faculty with significant global students

My central research questions are:

- Why are students recruited from across the globe to the case study universities in Ontario?
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- What sort of culture do the case study universities have?
- What are the future plans, at the case study universities, in response to globalization?

I am particularly interested in the concept of “glonacalization” which acknowledges the interdependence of the local, regional and global dimensions. Consequently I explored some aspects of glonacalization in my interviews.

This Report summarizes the interviews carried out at Brock University in May 2007 and whilst it will not be included in my thesis per se its contents will be reiterated in my results, discussion and conclusions.

2. Overview

The seven respondents all came across as thoroughly committed to Brock University and each showed a sense of pride in the university. All of the respondents had been employed at Brock for several years, ranging from 4 to 26.

It was clear from all interviewees that global activities at Brock have been in progress for some while and they were embedded in the university's psyche. The devolved model of responsibility and management for global activities seemed complex at first but as interviewees described their own perspectives it appeared to be clear to them and it seemed to work well.

It was evident that Brock is striving to be recognized as a comprehensive university and there were several strategies in place to ensure that this is achieved. Several individuals were acknowledged as good leaders who were engaged in contributing to setting university wide goals and then implementing them. On the whole it seemed that communication at Brock was good, with few disconnects.

3. Culture of the Institution

The respondents used a range of terms to describe Brock's culture but there was some consistency across responses. Two of the respondents asked for clarification regarding what was meant by the question. Generally, the university was described as being relatively young and having recently undergone significant growth. Several interviewees said that it was heading towards being acknowledged as "comprehensive" rather than "primarily undergraduate" in Maclean's terms.

The prevailing "community spirit" across campus was mentioned by most respondents with the importance of Brock being student-centred and faculty being very accessible for students also being stated. One respondent said: *"it's a very community based university and by that I mean there's a strong internal community of faculty and staff and students, strong student : faculty interaction"*. Another respondent said: *"My first perceptions were that it was very warm, a very collegial atmosphere, almost like a family and we've retained a lot of those same features over the years although we've grown considerably."* Another theme evident in most responses was that of a growing diversity at Brock with an emphasis on the importance of becoming more globally-aware. It was acknowledged that the university is trying to reach out more and become more involved on the international stage. This was further evidenced by the Strategic Internationalization Plan that Brock has developed. One respondent said: *"It's generally open and seems to have fairly large international population of about 1,000 ... it seems to have a pretty interesting international focus. It's pretty wide ranging. There's certainly a strong emphasis on being part of the international community."*

The growth at the university was mentioned by most respondents and it was linked to a growth in the need for processes to enable progress and development. One respondent said: *"we are starting to become more structured through necessity."* Another said: *"So there's more structure but I think also with structure comes some good planning and direction and we have perhaps a better focus, a better idea of our strengths and weaknesses and how we can improve on both."*

All respondents described the culture at Brock University as predominantly collegiate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Three respondents said the university was definitely not corporate and one said it was definitely not bureaucratic. The remaining respondents indicated that, after being collegiate, the university was mainly enterprising then bureaucratic and finally corporate. Regarding the culture at Brock, one respondent said: *"I would say collegial because there is a lot of interaction among the different departments at this university and I sense from talking to colleagues at other institutions that they don't have that same interaction that we tend to have at Brock."* This was a typical comment when respondents described the collegial culture. With respect to Brock being enterprising one respondent said: *"The university has moved in enterprising areas ... we have become more enterprising in developing new programming to attract a different cadre of students"*. Regarding Brock being bureaucratic, one respondent said: *"...as we grow there's a need for policies but we're not overly bureaucratic"*. These themes were consistent across respondents. One respondent focused on the financial drivers at Brock describing the reduction in government funding causing Brock to need to be more corporate in its culture: *"I think it's the Ministry's fault, I think that we're very money driven ... everything that I do in my job is money driven. It's student body driven in the sense that I have to get so many. I'm even told specifically: 'we need this many internationals to meet budget'. From that perspective, there's that corporate element to it. It's almost like we're a business and we need to function as one... What I'm talking about is that we are*

driven by funding and by the number of students that we get. You could almost go so far as to say it almost appears to be somewhat like a corporation as it's all bottom line."

When asked: "How does globalization affect institutional culture?" Brock respondents were unanimously positive about the affects. One respondent said it was a difficult question to answer but the others all answered with apparent ease. Overall respondents acknowledged that the university has to be engaged in globalization and it affects several aspects of the university's culture: the diversity of students and staff; teaching; scholarly activity and research. Examples of all these things were given and emphasis was put on the two-way benefit of having a diverse student population. One respondent gave the underpinning reason for embracing globalization as: *"In this region we were very much a manufacturing economy and now we have to move to a knowledge based economy"*. They then went on to say: *"I think it affects the university culture – what happens within institutions – because then you're trying to identify how you're going to address globalization in all facets of the university. How are you going to do that through teaching and scholarly activity? How are you going to do that through research activity? How are you going to do it through the integration of globalization concepts into the curriculum? And how are you going to expose your students to globalization?"* Many respondents echoed some of these points and one mentioned the range of support services available on campus and the fact that Brock now has an Imam: *"All of a sudden at the university we now have an Imam which we never used to. So we have an Imam to work with Muslim students as well as to advocate on behalf of the Muslim students ... It's just the reality of living in a global village."*

Respondents generally agreed that the culture necessary to sustain globalization was one that accepted, believed and acknowledged the importance of globalization both from the top of the institution down and from the grass roots up. The other main point made was that it was crucial to have the necessary administrative and financial supports in place to ensure that globalization was not just talked about but that it happened. Reference was made to the suitability of collegial and bureaucratic cultures at Brock: *"the nature of internationalization is always being very open minded and coming up with new ideas and putting in to place maybe new structures if it's necessary as things change so the collegiality part's important. Bureaucracy always feels like it's slowing things down but it's necessary to actually regularize processes ... So you need both: the collegiality and the bureaucracy whether we like it or not."*

The importance of there being job roles identified to carry out the functions required for globalization to happen was mentioned by academic and administrative respondents. One respondent said: *"We need staff support positions that enable faculty the time to devote to the academic aspects so that the administrative organizational structures are covered without having to micro-manage all of those ... they help with recruitment if it's for student programs or for some cases they may be there to assist with research connections, or visiting scholars."* Another respondent gave an example: *"We have recently dedicated an administrative person - about 75% of her job now is to work with our exchange students, both incoming and outgoing, and that's relatively new - in the past 3 years. If there wasn't that support available our students wouldn't necessarily know where to go, how to go about this."*

In terms of the financial support at Brock respondents gave several examples. One respondent said: *"We've put in to place policies that all students participating in exchanges are receiving a certain automatic travel award regardless of financial need We had to show institutionally that this is what we think is important by giving that to the students... My office administers a seed fund for joint international projects development to encourage faculty to go for larger international research or training grants or development grants"* and another said: *"The university offers a \$500 scholarship for all exchange students. We match that in the Faculty with an additional \$500 so that to some extent their air fare is pretty much covered."* These are just some of the financial supports available at Brock for global activities.

Other responses included the need for an “*international culture*”, “*one that appreciates the value of an exchange between cultures*” and “*a culture of understanding humanity*”. The breadth and depth of these responses describe a concept that is multifaceted, deep-rooted and complex.

Overall the theme captured by respondents when asked what sort of culture is necessary to sustain globalization was this: “*essentially what we need is understanding, support financially and in services.*”

There was a unanimously shared view that the culture at Brock had changed in recent years and that it was continuing to change. Examples given included the growth of the university, the shift from being primarily undergraduate to more comprehensive, the increase in graduate programs, the intensification of research, the huge increase in the number of faculty, the growth in the number of international students, the development of the English Language program and the benefits of the successful cost recovery programs. One of the academics interviewed said: “*The culture has changed ... we have moved more, I think, from a focus on teaching to a focus on teaching and scholarship*”. It was clear from the responses that being student-centred continues to be important at Brock as the institution grows.

All respondents were certain that the culture at Brock was supportive of the global dimension, without a doubt. One respondent included a caveat in their response: “*Yes, to the extent that it can be. It also has to focus on its major population which is domestic. There’s no question. There’s so much faculty research that’s connected to everything beyond these walls and of course highly supportive of international students, there’s lots of funding for faculty to do things internationally, outside of N America.*” Another respondent stated that whilst the culture at Brock was very supportive of the global dimension, it needed to become more formalized. They went on to describe the emerging Strategic Academic Plan: “*We are developing a Strategic Academic Plan for the institution and I can outline key areas for you as we don’t yet have a draft. We have the teaching and learning aspect, research, community engagement but internationalization is one of the key pillars of the Strategic Academic Plan.*” This indicates the strategic importance of, and the support for, globalization from both upper administration and faculty. The Associate Vice-President, Student Services’ Office, Brock International and the Office of Research Services were mentioned as examples of support at Brock for the global dimension and one of the Deans interviewed said: “*we’ve had a lot of strong supports for developing research scholarship connections internationally.*”

There were many enablers articulated for global recruitment including: faculty champions and faculty’s accessibility on campus; Brock’s location and its marketing both individually and in partnership with the colleges locally; Brock’s reputation and stature internationally; its identified target markets, Brock’s active alumni; the conditional entry route and the clear process to support applicants; the range of services to support international students and an office dedicated to their recruitment.

Barriers cited to global recruitment of students were mainly concerned with Brock’s lack of recognition in the global context. Unlike the larger, more prestigious Canadian universities, Brock is not known across the world and it is not part of a collaborative approach across Canada, or Ontario. The provincial government was also mentioned as a barrier, although it was noted that this had started to improve: “*...a barrier is that we feel, at the university level, that our government needs to do a stronger job of selling Canada – our public education system and how it’s very unique. We don’t have so many private institutions like they have in the US and that’s how we should be selling ourselves a little bit differently. Our government says that they are stepping in trying to do those things because there are trade missions and they turn them into trade and education missions so we just think they need to really get on top of it and do more.*” Another barrier mentioned, which is also government related, is the fact that international students are only issued temporary visas with a two year duration. This is an issue in some professional programs as outlined by one respondent: “*The Institute of Chartered Accounts in Ontario requires 30 months of work before you can become a Chartered Accountant. International students*

can only get temporary visas for two years but it is not up to 30 months therefore any students who come on an international visa are ineligible for our Accounts co-op program.” This respondent went on to say that: “We do recruit international students who can go on internships and work terms in areas other than a Chartered Accountant program. The biggest challenge in placing those students is English language skills.” The ability of international students to have appropriate English language skills was mentioned by a few respondents as a barrier.

Other barriers mentioned included Brock’s decentralized model: “Sometimes the barrier is the decentralization and I mean that in terms of the fact that our Deans have a lot of power, which is the same in most places... They could, even though we have this strategic internationalization plan that is broadly for the whole institution, have their individual, own plans as well and they do have a lot of power about what it is they do or don’t do. It’s difficult sometimes to tell a Faculty Dean, we find, that this is what you’re supposed to be doing and this is what we’re all working towards. They don’t receive that well usually – they want to come up with it themselves.” Also, and rather unsurprisingly, money was mentioned as a barrier, as was physical space at the Brock campus.

With respect to where the power lies regarding global recruitment of students, there were a variety of responses which did not indicate a consensus of opinion. Three of the seven interviewees said that it was in the Associate VP Student Services arena. Of the remaining four interviewees one said the question was too hard to answer as it was not straight forward, one said that Senate shared the power with the President/VP Academic, one said it was devolved to Deans and the final response indicated a wide dispersal of power: “...power lies in very many people and it is a decentralized model so it really depends which faculty see the need for.” When probed further and asked: “Where ultimately is the most senior power?” this respondent continued: “Is it the President or the VP Academic? I’m not so sure because I know the Deans have their own agenda of what they are going to be doing as far as international and recruiting of the students and we have an International Recruitment Office, a Domestic Recruitment Office and we have Admissions people, but who will have the final say or nay? I think it might be the Internationalization Committee and the Internationalization Committee has Kim on it and the VP Academic and they report to the President so that’s why I think it might be the VP Academic.” This is clearly not a straight forward set up.

When asked: “How global is the staff population at the university?” only two interviewees put a figure on it and both said 10-20% of staff and faculty were from places other than Canada. Two respondents were unable to answer the question and a third said it was: “Not very global - becoming more so as time goes on”. One interviewee said: “It’s certainly not as globalized as we would like it to be. Some Faculties are far more globalized than others. We have managed to recruit a number of faculty internationally into the Faculty of Business, Math and Science, but it is not that global in Education or Humanities.” This was corroborated by another interviewee who said that: “in the Faculty of Business half of our faculty come from outside of Canada”.

When asked if the global staff population was changing there was an overall sense that for faculty it was but that for staff it was not. One respondent said: “Yes, the influx of new faculty that we have seen, certainly more faculty coming from different parts of the world and so I think that will likely continue. As our faculty members spend more time overseas doing research that extends our reach as well. They are meeting colleagues who then become interested in Brock whether it’s for a visiting international scholar program, a visiting researcher or actually trying to secure a position at Brock.” Another said: “Our staff population hasn’t changed much, our student population has. It might just be that people are staying with their jobs longer.”

The barriers cited for global staff recruitment were mainly concerned with Brock’s reputation and the package (including salary) it was able to offer to new faculty, compared with other universities, especially those in the US. One interviewee said: “it’s largely competitiveness with other institutions so they would have perhaps a better package to

offer, they would have some of the resources and support that faculty would be looking for that we're still developing so when it comes to lab space for the types of research activities and the access to graduate students for research supervision etc. other institutions are far better developed because they are larger, more comprehensive institutions." Another respondent mentioned the governments' requirement for Canadian citizens to be given priority but said that this had never caused a problem for recruitment. One of the Deans spoke just from the Faculty of Education's perspective: *"For example, our professional teacher program is geared to the ethical and professional standards within the Ontario College of Teachers – it's preparing teachers to teach in the province of Ontario... We don't have a national curriculum in Canada. The provincial nature of curriculum creates another barrier to globalization."*

4. Globalization Strategy

When asked if the university had a strategy for globalization five respondents were sure that it did, one said that if there was one they were not privy to it and the other did not think Brock had a strategic plan. Of these latter two interviewees, one was the Director of Admissions and one was a Dean. Another interviewee mentioned that *"We've put in place a strategy so we know what it is we are trying to accomplish and where are specific areas for goals - our 4 main pillars of internationalization and what it means to Brock."*

When asked how the Strategic Plan had evolved, Brock's Strategic Plan was succinctly described by one interviewee: *"...it did take almost a year to develop the Internationalization Strategic Plan and it involved a number of key players in terms of internationalization so we had our Internationalization Committee that was really the key committee responsible. The Committee reports through to the VP Academic. We recognized that we wanted to put together a coordinated strategic approach to internationalization and on this Committee the composition is: three Deans, two Faculty Deans and the Dean of Graduate Studies, the International Liaison Officer (Sheila Young), the AVP Research and International Development (Michael Owen) and my Office and that is the Internationalization Committee. As the Committee was developing the Strategic Plan we had a working group and then we expanded to other members who would have a great deal of involvement in terms of internationalization – we had Glen Irons, our Director of International Recruitment, John Kaethler our Director of International Services, they joined the working group to be able to put together the plan. It took about a year to develop and then it was presented to the Committee of Academic Deans for endorsement and it will go to Senate in the next couple of months."* Three interviewees mentioned Brock's Internationalization Committee being an important part of the Strategic Plan development.

When asked why Brock had done it this way, there were six different answers: it is a decentralized activity and needs to remain so; to be part of the international community; the university would fall behind if it did not do it; for survival; due to the collegial culture and for the money.

There were several significant internal and external drivers noted by the respondents. These included: the need to bring a decentralized function together; the new President and other senior staff; the mission statement; various champions at the institution (including those in the Faculties of Business and Education); feedback from students and parents; the progress being made by peer institutions; the need for international recognition; the Association of Universities and Colleges of Canada; federal government's immigration stance; federal research funding and the fact that provincial funding was not keeping up with the growth in student numbers.

Two respondents clearly stated the scope and timescale of the strategy whilst the other five either described it in very general terms: *"It's one of those things that will be constantly evolving"* or said they did not know. The clearest description given was this: *"The scope is ... quite encompassing in that it involves: recruitment and retention of international students; mechanism for internationalization of the curriculum; promoting*

faculty/staff mobility and fostering international research and collaboration. Those are the four key internationalization areas that we see taking place across the institution. The time frame we outlined was 2006 – 2010.” Only 1 respondent indicated actual targets within the strategy: “We have set some lofty targets, like most places. I think actually we’re aiming for 10% international students... I think we said, 5-10% participating in exchange opportunities or study abroad and we are not close to that at all. We’re probably at 1-2%. That’s the one that needs the work.”

When asked how the strategy filters to their department/unit five respondents gave examples of how this happened. One respondent said: *“It definitely filters across the units in Student Services in that we are largely responsible for the recruitment and retention of international students.”* Another respondent said: *“It affects us because it creates policies... it creates guidelines with respect to recruitment and with respect to goals, goals in terms of the ESL operation, goals in the Joint Ventures as well as in recruitment even the international testing.”* A further respondent indicated that some of the strategy comes from their Faculty so it filters up as well as across and down. Only one interviewee (a Dean) said that the university’s globalization strategy didn’t really filter to their department.

There was a lack of specifics regarding perceived instruments available to secure the strategy’s implementation. Most responses mentioned the positions (people) and offices/units that had responsibility for internationalization. One respondent summarized what most said thus: *“There are positions that are there and there are instruments in so far as... you really have more to do with the people now and the way which the administration of those 5 international units is organized either under Michael or Kim. One element is the bottom line but that in a university is not the most important statement.”* The Internationalization Committee was also mentioned as an instrument and several respondents mentioned financial instruments and resource allocation.

5. Global Recruitment

There were two main reasons given in answer to the question: “why does this university recruit students globally?” They were both given equal importance, overall, and were: diversification and revenue. Five respondents mentioned each of these as being important and described why. Examples included: *“It’s all about the money – they pay higher tuition”* and *“We value diversity and inclusiveness to things that we espouse as an institution. We really want to have that kind of cross-cultural interaction for our students; that type of enriching educational experience for our students. That would be one of the primary reasons for international recruitment. Also it certainly makes a difference in the classrooms. You talk about the Faculty of Business and globalization. Well, one of the best ways to achieve that understanding and synthesis and critical thinking is to have students in your class and faculty who are from different parts of the world who can certainly attest to the cultural difference, what’s happening in differing economies around the world.”* All the interviewees who mentioned revenue indicated that whilst important, it was not the only reason. One respondent also said that “visa students” helped the university meet its enrolment challenge. *“There are other reasons for international recruitment: certainly universities have looked at the visa students as being able to help offset some of the enrolment challenges so you’re trying to ensure healthy enrolment at your institution. To do that you recruit your 101 students, your 105 students and your visa students and you try and get the right mix and blend of students.”*

When asked: “How is global recruitment carried out?” most respondents referred to the various offices and people with responsibility across the institution. The Director of International Market Development and the International Recruitment Office, within his portfolio, were often mentioned as were the Admissions Department, the Office of Liaison and Recruitment, Domestic Liaison Officers and some Deans. There was a consistency across responses that appeared to indicate that all interviewees were clear on who did what in this regard, although it seemed fairly complex in its organization, across several different teams. One respondent described how global recruitment is carried out like this:

"We have a 3 part approach:

- 1. through various marketing including websites and paper adverts and media*
- 2. specific field recruitment to do with educational fairs, events overseas related to recruitment whether its actually working with a language program, going into an education fair or going in to a school – it's quite diverse*
- 3. setting up various kinds of collaborative ventures particularly with schools overseas that have an international focus whether they are secondary schools, colleges or universities and sometimes even with non-educational organizations. We work with agents for example and other kinds of providers; governmental organizations including the Canadian government"*

One of the two Deans interviewed mention that graduate recruitment is done by faculty and they both mentioned that recruitment is also done by program. Three respondents mentioned the importance of marketing in recruitment: *"...our traditional ways of communication have changed greatly where most students now are web based and so all of the ways we market our programs through the web I know have, and continue to have, a big impact on how we are perceived internationally too. So that's part of it – the communication and marketing for future students."* Word of mouth was acknowledged as an important part of Brock's marketing.

Respondents described the university's strategic goals for global recruitment differently, depending on their role and perspective. The most senior interviewee succinctly described the strategic goals: *"The goals as we've outlined in the Strategic Plan are: facilitating recruitment and retention of international students; developing mechanisms for internationalization of the curriculum; promoting student/faculty/staff mobility and fostering international research and collaboration. Attached to those broad goals we have very specific objectives so by 2010 10% of the undergraduate student population will be international and 20% with graduate student population. We have very specific objectives attached to those goals."* Two other interviewees mentioned that there was a target of 10% international undergraduate students and both Deans spoke about the goal of increasing diversity of international students in their respective faculties. One respondent did not know what the goals were: *"I don't know the exact numbers. I know for instance that the AVP Student Services, with Registrar and Admissions people, have certain targets that they know."*

All respondents, apart from the two Deans, agreed that global student recruitment was being given direction by the AVP Student Services and being led in an operational sense by the Director of International Market Development. The two Deans considered that each program leads its own global student recruitment and one acknowledged that: *"I am not aware of who is leading it from the university's perspective"*.

There were different trends reported by the respondents with regards to their perception of global recruitment. Five respondents mentioned students coming from China as a trend, three mentioned India and South America and two mentioned Russia and the Caribbean. Bermuda, the US, the Middle East, Japan and Vietnam were also mentioned as countries who were "exporting" students to Brock. The impression given was that Brock was being more strategic in its approach to global recruitment and that it was striving for diversification of global students. Increased competition to recruit global students was also mentioned as a trend. In summary one interviewee said: *"China... That seems to be the main trend.... we've seen students coming in from Asia – we do get some students from Bermuda, the Caribbean, we have an exceptionally good relationship there that we have established over the last few years. We do get quite a few students from the United States. I think it's a function of numbers because there's so many people right on our border – we are so close. We get a lot of US students. The rest are... we have a list of 40 countries where students come from, but the vast majority are from China, the US, the Caribbean and then a trickle of everyone else."*

Four respondents mentioned the desire to have a diversified student body as one of the reasons for the trend in global recruitment: *"We are working on diversification and it is working – we are getting that diversified student body."* Other reasons included: the danger of being too reliant on one market; the need to meet targets, revenue, government-led initiatives; the economy in "exporting" countries and the work of individuals at Brock.

6. Strategic Planning

All respondents, apart from one, were able to describe the nature of strategic planning at Brock and they indicated that it was very much a collegiate process with a lot of procedure involved. Each Faculty has an Academic Strategic Plan and each administrative area also has a Strategic Plan which all contribute to, and are derived from, the university's Strategic Plan. One respondent said: *"...generally speaking there's a strong sense of strategic organization here"* and that feeling was also echoed by other interviewees. Reference was made several times to the new President, and his understandable desire to review Brock's strategic direction. Various planning and advising bodies that were part of the strategic planning process were described: *"SAC - Senior Administrative Council and that group involves the President, the VP and Provost, the VP Finance and Admin, all of the Deans, the Associate VP and the Librarian. It also involves some of the Finance and Admin Directors. We have the Executive Directors who also form this group – SAC. So the strategic planning happens with SAC, and CAD – the Committee of Academic Deans – and they are doing the strategic planning and the academic plan. Then, as the plans are developed, the adoption of the plans will go primarily through this group – SAC - but if it's policy driven it may have to go through Senate, if it's academic policy and then if it's administrative policy it would go to the Board of Trustees."* One interviewee mentioned the Co-ordinator, Academic Reviews and Planning person at Brock who was heavily involved in the university's strategic planning process.

Three respondents described the role of the Strategic Plan in institutional transformation similarly mentioning its fundamental importance in helping determine priorities and therefore allocation of resources. One interviewee said that it gave an outline for future direction, another said it was like a guide book that could be put in to action and another mentioned that the government may be interested: *"It will help to guide in the future where we wish to place priorities for funding for certain faculties, funding for faculty, funding for certain programs where we wish to direct new energies, where we wish to embark in new directions. I'm sure that's how it will all be based upon how well you are following your plan. As the government is beginning to do the same with its grants – saying "how well do you meet the plans that you have created?"* One respondent answered from a theoretical perspective and three did not answer the question.

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally. Responses included: *"... The community as a whole will embrace the international students as they arrive in our communities."* *"...the local community is very supportive..."* *"I think round here, quite honestly, people like the international students. I think they like the idea that we're moving toward being more global in our perspective and I think for the most part externally people understand that in order to be competitive as an institution and as a region we have to be more global in our outlook and students that we graduate have to have a more global perspective and I think people understand that now."* *"I think they think it's fantastic."* One interviewee mentioned that there can be negative reactions to global students: *"...there can be a certain anaemia or a negative reaction to people from certain cultures but that is usually based on some kind of personal experience."* Another interviewee described the potential tension when different religions are brought in to play: *"I have a student who is Muslim and ... every Friday he has to go to the Mosque and pray at noon. So how do you do that in a school culture when kids are in school, Monday to Friday 9-4 and you as teacher, as part of your roles as teacher, are there to be accountable for all those students. So that created great tensions when we asked the Superintendent at the Board level, "how will you provide for this teacher candidate to meet*

with their religious obligations that their Imam had requested them to be at the Mosque at noon on Friday?" But at the same point the tension in the school is that this is a job and he's expected to be here. So, in Canada, where we embrace multi-culturalism and we say "when you come into our country you keep your own traditions, you keep your own religion, we celebrate that diversity in our population." This does create greater challenges when we see an educational system founded on Judea-Christian philosophy. So those are some of the tensions that I think we are going to continue to see. We had the Board lawyer from the School Board contact other Board lawyers to get their opinion and the recommendation from the Superintendent was for the candidate to negotiate with the Imam to do the prayers at a different time."

When asked if the university provides sufficient emphasis to the local and regional markets all respondents were sure that it did. One interviewee summed it up: *"I think so and it's definitely a very big priority of the new President to balance local, regional and global activities but actually he's focusing a fair bit on the university's presence and utility in the local community: putting research, taking to a more practical level some of the research that academics are doing and making it useful or understandable to the local community so that the university's a more vital part of the community."*

7. International Students

Without exception, interviewees acknowledged the positive contributions made by international students to the university community. Interviewees described the contributions using the following words: diverse; culturally vibrant; dynamic; different perspectives; different religions; research opportunities and increased knowledge base. Responses included: *"...it makes the university a more culturally vibrant and dynamic place..."* *"They provide different perspectives, different ways of doing things as long as faculty make an effort to utilize that expertise and different perspectives in classes."* *"It's forced the institution to look at what it's been doing from a global perspective."* *"It creates greater diversity, helping individuals to understand new cultures and to grow and develop in that regard is good for all of our students. To appreciate various religions and to respect and understand the differences that we have in our population, I think it helps us to become a more civil society. We learn a lot from each other and it's exciting to see how it's growing in that regard."* Only one interviewee had a slightly negative comment and it was this: *"...we often have moved toward homogenizing international students when they come here. We say: "we love you and your culture and everything else but you are going to learn to walk like us, talk like us, run like us and dress like us" but I think we can't homogenize them completely so in very slow increments we are becoming more international."* One respondent mentioned the financial contribution made by international students.

When asked how international students are integrated into the culture of the institution, responses indicated that the main strategy was to integrate them by not segregating international students. Three interviewees mentioned the importance of the role of the International Students Services Office that runs outreach programs and organizes events that aim to celebrate the cultural diversity of international students and engage them with home students as well. One respondent said: *"...we really try to involve other offices and staff offices that might not necessarily be concerned with international in some major international events on campus like International Education Week, International Development Week, Heritage Month, Celebration of Nations. There's all sorts of different things where we get the students to play a really big part in those activities and let them share their cultures so people are learning and we're all benefiting from the fact they're here and they're not just going to class then going home and doing their homework"*.

From the responses it was evident that Brock has some specific orientation sessions for international students and other sessions are for all incoming students. The orientation for international students is somewhat program dependent for example, in one Faculty: *"We have that 4 weeks when students come and we work with them on English language and we take them to a Blue Jays game and to the Niagara Falls and stuff like this so that they*

get to know a little bit about what's available and what's around here. We certainly encourage them, students to work together in a multicultural group. We have student clubs and things that are multicultural with from students from all areas who come and work hard and contribute to that." Another interviewee said that: "...the ESL program tries to set them up with monitors - that is local students."

One interviewee mentioned that residences were available to international students but that they may choose not to take that option for cultural reasons. This interviewee said: *"International students have access to residence just like anyone else and, as a matter of fact, if they are coming from overseas we give them a guaranteed residence if they want it... We encourage them to take part in residence. Sometimes, one of the challenges we have is that they don't always want to live in the residences maybe for cultural reasons, Maybe one of the things that we perhaps don't do well right now is, and I shouldn't say this because I'm not aware of what we do or don't do, but being culturally sensitive in residence would go a long way in helping them to integrate i.e. maybe have ... all female houses, so that sort of thing that would help them to integrate into our society."* Student associations and clubs were mentioned by three interviewees as another important aspect of integration.

All respondents thought that home and international students integrated with each other at Brock but to varying degrees. Two respondents said that it was still difficult and could be improved. The other five interviewees were more upbeat and three said that integration mainly happened in the classroom at Brock: *"They do integrate to a certain extent and they are actually forced to because of the system of teaching here at Brock. We use the seminar system so students are required to, in a lot of cases, do group work. It's a big part of our culture – the seminar system so because of that students are required to work with different people and not always the people they expect to work with or want to work with. So in that way international students are immersed into the domestic culture in the academic side of things."* Other examples given of how integration occurs were: through programs such as study abroad; activities, clubs and events on campus; in the community and through the monitor program. Again, the residence arrangements were mentioned as not necessarily being conducive to student integration. Another negative factor given was that most Canadian students have paid employment which could preclude them from engaging in some activities out of the classroom.

There was a consistent view that integration happened in the classroom, in clubs and groups, on committees, in student government and generally via shared interests. One respondent stated that: *"In cultural things I'd say that some of the international students do stay together for cultural reasons and then they integrate academically."*

When asked if there was enough institutional support for integration activities, there was only one negative response: *"I think in our Student Services ... we don't have enough people in support positions to help with the great diversity of learning skills and language skills that all of these students are bring. They are run of their feet so the students have to do it independently and if they don't self disclose and say: "hey, I need this" they are on their own which is too bad. I think they need more."* This respondent said that there was adequate institutional support from all other perspectives, as did the other six interviewees. Examples given to demonstrate the institutional support included new staff positions being created as the need was demonstrated, several offices pooling budgets and a collegial approach overall.

8. Overall

In the context of the university as a whole, and its future plans, all of the respondents indicated that the recruitment of international students would continue to grow with diversification being an important element. One respondent said: *"the university plans to continue responding to globalization by implementing, monitoring and evaluating our strategic plan. We have a plan in place – we just have to ensure implementation of it and that we try to achieve the objectives that we have."* This summarizes all the other

responses which included diversification of students and staff, modest growth, having staff positions with responsibility for student support, continuation of the International Committee and building on what Brock has already achieved.

All respondents, apart from one, said that they thought Brock's plan for the future was financially viable. The positive responses were substantiated by examples of why the plan was financially viable such as: *"I do think the plan is financially viable because the programs that we have, if they weren't financially viable they would have been cancelled by now because these are revenue generating i.e. there is money coming in over and above the main costs."* *"Yes, I would say the plan is financially viable because the international students tend to pay a differential fee and that's important, the ESL operation generates a fair amount of income outside of the government income."* The negative response, from a Dean, was: *"The short answer is no because we have had a budget deficit this past year, not a budget deficit – a budget crisis. We have had to reduce costs across all faculties and all support areas. I don't know if you talked to anybody who is in the financial area but there were certainly some budget cuts and so I would think that all programs may have suffered because of those cuts."*

On re-visiting the concept of local, regional and global priorities and how they are balanced the overarching view of Brock respondents was that there was a good balance of priorities which is balanced through the admissions process. Two respondents spoke of there being more emphasis regionally and locally whilst global was still very important and one respondent said that all three had equal importance and priority. It was clear that the new President was working on this and one interviewee said: *"I think our new President is working very hard at that, that's part of his mandate. I think that he's very interested in helping the Niagara region grow and perhaps have more of a cultural presence ... so he's trying to say "ok, local – we want to be responsible locally. We also recognize the importance of being a global player – regionally and globally" and so he is certainly working on acknowledging that, recognizing how it should be brought forward. In some of the information he shares with faculty he talks about his working with the government more closely on some funding issues so we can support the students that we have both through space issues and other things. He has talked about working with the Mayor, about developing a Centre of the Arts for the Brock community and the Niagara region, he's talked about recruiting students internationally and faculty as well – we have had this tremendous influx of faculty and supporting their research needs and then also helping by bringing in the best students we can, especially, particularly at a graduate level because of the newness of our graduate programs."*

When asked what benefits accrue to the university, four respondents mentioned the importance of increased recognition internationally, profile, reputation and therefore ability to attract better students. Two respondents talked about the university being connected and successful locally and further afield: *"I think ... it gives people the idea that the university has balanced principles. We want to be successful locally, regionally as well as internationally."* *"Benefits include diversity, expanded knowledge base and a sense of being part of both the local community ... connecting it with things that are going on further afield ..."* Other benefits mentioned included an increased quality of education and enriched experience; keeping faculty energized; possible financial support from companies and private donors; tolerance of other cultures; increased government funding; diversity and an expanded knowledge base.

When asked about the major barriers in the recruitment of global students, three respondents cited lack of resources as a major barrier. One summarized this as: *"... you can't do targeted recruitment in every country. We have limited resources and we have to target where we think we can make the most impact so I think that's the biggest barrier."* Two respondents mentioned competing and multiple demands for universities and their employees. One said: *"One of the major barriers is that at every institution there's so many demands placed on us in terms of our time and all of this – we are very stretched. So for a young faculty member who's trying to work towards building up publications, the*

research portfolio, tenure promotions. To say “now we want you to internationalize!” is one of the challenges and that’s why you have to build the support and the incentives and the recognition to make that happen. It is a barrier but it can be overcome by supporting, recognizing and rewarding the involvement to internationalization.”

Respondents cited other barriers including:

- Government grant structures: *“how the grants are dependent on various targets that the government is setting. That’s really creating certain barriers of where we can and cannot grow. Do we need to grow undergraduate or graduate? What’s going to be better over time? If we don’t meet the targets here, how will we be penalized? If we don’t meet those admission targets at undergraduate?”*
- Lack of space on campus: *“We have a terrible space crisis so even if we could recruit more students we have no room for them.”*
- Reluctance by faculty for change: *“in a university environment people are very independent and sometimes they are not willing to look at change even though one would think that universities should be a leader.”*
- Competition between universities: *“We compete with other institutions for students to come and do exactly the same program. Why should they come here instead of going elsewhere?”*
- Negative perceptions: *“if people perceive internationalization as a negative thing either because students in their classrooms don’t understand what they’re saying, or it bugs them that these people are all over their community – it’s very hard to change those things, very hard. Those could get in the way and they have got in the way from time to time.”*

Case Study Report for Lakehead University

Prepared by:

Dr Sally-Ann Burnett, October 2007

Contents

- 1. Background and context**
- 2. Overview**
- 3. Culture of the Institution**
- 4. Globalization Strategy**
- 5. Global Recruitment**
- 6. Strategic Planning**
- 7. International Students**
- 8. Overall**

1. Background and context

This report forms part of my DBA in Higher Education Management. My research is a qualitative study of Globalization and its Strategic Impact on (some) Higher Education Institutions in Ontario. The purpose of the study is to establish a picture of how globalization is affecting some universities in Ontario with particular respect to student recruitment. This study will generate information that will highlight some of the important work that universities are carrying out in responding to the challenges and opportunities of globalization.

I have carried out case studies on four universities in Ontario:

- Lakehead
- Trent
- Brock
- Nipissing

Within the case studies I have gathered data from documentary sources (institutional plans, annual reports etc) and I have interviewed the following staff and faculty, to ascertain various views on the issue:

- President / Vice-President (individual with responsibility for global initiatives including of students) – this person was asked to name the subsequent interviewees
- International Office Director/Chairperson
- Director of Admissions
- Director of Student Services
- The Dean of a Faculty with a predominantly local perspective
- The Dean of a Faculty with significant global students

My central research questions are:

- Why are students recruited from across the globe to the case study universities in Ontario?
- How global is the student and staff population at the case study universities?
- How do local and regional constituencies influence the case study universities?
- What sort of culture do the case study universities have?
- What are the future plans, at the case study universities, in response to globalization?

I am particularly interested in the concept of “glonacalization” which acknowledges the interdependence of the local, regional and global dimensions. Consequently I explored some aspects of glonacalization in my interviews.

This Report summarizes the interviews carried out at Lakehead University in January 2007 and whilst it will not be included in my thesis per se its contents will be reiterated in my results, discussion and conclusions.

2. Overview

The interviewees came across, on the whole, as thoroughly committed to Lakehead University although most appeared frustrated with some aspects of the university. There was not a clear and consistent sense of what the university was or how it was planning to develop. Several disconnects were evident not least in how the university is responding to opportunities presented by globalization.

Overall, I sensed negativity about the institution that was difficult to clarify. One respondent said: *"It's a very demoralized culture – it's one of the most depressed institutions I have ever worked in... The internationalized people, like the others, feel demoralized."* Others said: *"The university often struggles with a sense of low self esteem..."* and *"When I first came here there was a culture of despondency if that's a*

culture, and hopelessness." This sense was countered by the many opportunities described and upbeat responses to my questions that respondents gave during the course of the interview.

3. Culture of the Institution

There was not a clear and consistent type of culture described by all respondents. It was of note that four out of the six respondents did not know how to define culture and seemed therefore unclear about how to answer questions about it. Clarification was sought by these interviewees. One interviewee asked: *"is the ambiguity of the word intentional on your part?"* Another said: *"the culture is.... a little more difficult than it should be."* Another said: *"I don't know what you mean by culture"* whilst another said: *"What exactly do you mean? In what respect? I think you'll notice that I cannot answer any question unless it is specific. Now when you are talking about the culture, in what respect?"*

Respondents described the culture at Lakehead University across all four quadrants characterized by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. The majority of interviewees classified the predominant culture as collegiate with just one academic describing it as bureaucratic/corporate and one administrative interviewee describing it as bureaucratic/enterprising instead.

When asked: "how does globalization affect institutional culture?" Lakehead respondents were unanimous in acknowledging its importance, despite a lack of clarity on definition of either globalization, or culture. Responses included: *"It's something you cannot deny. Some people might resist globalization but I don't sense any resistance here. I think it has already had an acknowledged impact that is quite radical. But it has had an unacknowledged impact that has completely and utterly changed the university. I don't think its full impact has even been noticed yet by institutions like Lakehead."* *"Having a more world view (that's how I view globalization) brings more diversity into the culture. It brings the opportunity to use different kinds of criteria for decision making and different perspectives on problem solving are certainly created. Especially in a collegial environment where people are asked to be very vocal in their opinions and approaches to problem solving and since we have such a diverse faculty that comes out in how the Senate shapes its policies and its view on things like social justice, on things like whether appropriate means to solve problems."*

It is interesting that three respondents commented, without prompting, that there was not a requirement in the curriculum at Lakehead to have a global perspective, unlike at some other universities. This is curious as part of Lakehead's mission is to: "... educate students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities."

There was not a shared view on whether the culture at Lakehead had changed in recent years. Two respondents, both employed for less than five years at the institution, did not know if it had changed at all. Three interviewees thought the culture had changed significantly and the remaining interviewee thought that there had been slight changes in some parts of the institution. Likewise, there was not a consistent view on whether the culture was still changing. The mixed responses to this question were partly due to a lack of understanding of what culture is and partly due to the different reference points of interviewees.

Four respondents were adamant that the culture at Lakehead was supportive of the global dimension, without a doubt, whilst one was adamant that it was not: *"No, not at all. You need to walk the walk as well as talk the talk. Internationalization is mentioned where it is appropriate to mention it..."* The remaining interviewee had a neutral view: *"I truly don't think we have enough taste of the global for them to be supportive or not supportive."*

There were many enablers articulated for global recruitment including: opportunity; the small size of the university; faculty to student ratio; diversity of programs, predecessors

from various cultures being here already; certain subjects such as Engineering and Computing where people are working on software that requires constant contact with European (global) developments; other subjects such as Forestry that is linked with Finland and individual faculty and students.

Barriers cited to global recruitment of students included: funding and fiscal restraints "*I think we are totally under-funded*" and "*international students don't bring in the same BIUs so I don't think there's as much interest in getting them here even though we talk about it*"; a profession emerging for international travellers not recruiters; equivalence of qualifications from other countries; readiness and preparedness of students; language and a kind of ingrained regionalism or parochialism amongst students and faculty at Lakehead. Lakehead's use of technology was cited by one respondent as a barrier: "*one tiny tenet of globalization is the internet – the incredible speed of communication. Universities like Yale and McMaster now have an online process where graduate students can apply and have a response within five hours. Lakehead can't even run an email system. You can apply to Lakehead online for undergrad but not for graduate.*"

With respect to where the power lies regarding global recruitment of students, two respondents said there was none: "*I don't see any power in this university with respect to global recruitment*" whilst the others described power resting variously with Faculty (Deans in particular), the Office of International Studies, the Vice-President (Research), the President and senior administration. It is clear that there is a lack of clarity in the structure and assigned responsibilities in this area.

All respondents acknowledged the diversity of origins of faculty and senior staff, many of whom are from outside Canada: "*it seems to me as if half, if not more than that, of faculty have a first degree from a country other than Canada and I don't know if that's because Canada is growing, because Canadians don't want to go for PhDs or because Canadians with PhDs don't want to apply to Lakehead University.*" When asked if the global staff population was changing there were mixed responses with two interviewees not knowing, two reporting a slight increase and the other two reporting a noticeable increase.

The main barrier cited for the global recruitment of staff was immigration with four interviewees mentioning it. Other barriers given were language and the same barrier that hinders all staff recruitment, not just global: financial.

4. Globalization Strategy

When asked if the university has a strategy for globalization two interviewees were sure that it did, two said they thought not and the other two thought there was a strategy but that it was in need of development/improvement. This is interesting as if a strategy exists but there is no knowledge of it then it may as well not exist. One of the interviewees who knew about the strategy also knew that it had never been officially approved: "*it hasn't been approved by any official body but it's what we're doing.*"

The plan at Lakehead has evolved predominantly, it would seem, through pragmatism: "*we have done it this way through an assessment of budget, recommendations coming from previous visits, recommendations coming from cohorts of students that are already present and opportunities for travel and other connections.*" The modest budget of \$28,000 per annum has driven the plan which is accordingly modest. Another suggestion was that the plan was driven by optics: "*because we're a provincial university and we should have international students I think that may be the only reason why we even have an international office.*"

Some of the interviewees thought that Lakehead had not chosen to do it this way but in the absence of proactivity it had just happened this way: "*I don't know if it's chosen to do it that way – it's backed into it*". Others thought that it had been planned and gave reasons: "*Globalization enhances the quality of education so I think part of it is a quality initiative but certainly it also involves attracting an appropriate base of a student*

population. We need to stabilize our enrollments and so it's a strategy that can help stabilize enrollments – to seek out international students." Another reason for doing it this way was: *"Because the university sees itself as a player on the international scene and we see the world getting smaller basically. It's a survival game."*

In the context of the university as a whole, and its future plans, four of the six respondents indicated that the current globalization strategy would continue and is financially viable.

Of the two who were less positive, one said: *"I think it's not a plan because it's financially viable at our institution. At other institutions it helps their finances. I don't think at our level it would help unless there was a major effort and we brought in major numbers – it's not going to help financially."* Another respondent said: *"I have no way of knowing if the plan is financially viable."*

Not surprisingly there was a lack of consistency regarding the scope and timescale of the strategy ranging from respondents not knowing to stating there was a clear five year timescale. The complexity of the context was evident in most responses with one example being: *"This has got messed up with this piece not allowing international students to count for graduate recruitment"*. This refers to the provincial government setting targets for graduate recruitment but only funding Canadian and landed immigrants thereby disincentivising graduate global recruitment.

There were several significant internal and external drivers noted by the interviewees. These included: budget; efficiency; demographics of professors; the realisation that the potential student population in NW Ontario is declining; Lakehead's undergraduate focus and its infrastructure.

When asked how the strategy filters to their department/unit interviewees mainly said that it did not. One of the Deans described their involvement in reviewing the qualifications of applicants. They went on to say: *"We do advertise internationally, we get a lot of enquiries that are passed on to the Office of International Activities. That's about the limit of our involvement at this point in time."*

As with other responses there was no consistency regarding perceived instruments available to secure the strategy's implementation. Responses included: communication, people, the Province, the percentage of international students and that there were none.

5. Global Recruitment

The reasons given in answer to the question: "why does this university recruit students globally?" included reference to the moral obligation, income, optics, support available due to having an international faculty and the benefits of student diversification. The responses capture some of the breadth of the benefits of having a diverse student group.

There was one reference to other universities not giving it as much emphasis as Lakehead: *"I've been at other institutions who really haven't done that because they haven't had the time or the commitment to globalize in that regard."*

When asked "how is global recruitment carried out?" all respondents referred to the Office of Graduate and International Studies. The importance of international recruitment fairs, faculty contacts and international advertising was mentioned by three respondents, respectively. Two respondents said that they didn't really know how global recruitment was carried out.

The majority of respondents (four out of six) did not know that the university had strategic goals for global recruitment. Of the remaining two, one said that they were in the 2010 Strategic Plan but did not say what they are (they are not there) and the other said they thought they were currently being developed and reviewed.

All respondents agreed that global student recruitment is being led by the Dean of Graduate and International Studies. In addition, two mentioned the leadership role of the Vice-President (Academic) and Provost.

There were inconsistencies reported by the interviewees with regards to their perception of the trends in global recruitment and reasons for them. Four mentioned that there is a trend to recruit students from India. Two indicated that there is a trend to recruit students from China and one mentioned that they thought there was a trend to leave China:

"Because China's done and there are an awful lot of third level institutions in China and they're very strong whereas in India, apparently, it's more in a developmental phase for third level. That's what I've heard. I really don't know anything, I really don't." Two respondents could not describe the trends and various other trends were noted such as: *"it's hard to quantify; the Province now declines to fund international students so there is a declining trend and the niche programs at Lakehead are not attractive to an international market"*.

6. Strategic Planning

The respondents who described the strategic planning process indicated variously that it was either collegially approached: *"I think it's driven by the President's vision with input from outside – people and academics and everything else"* or that the process was autocratic: *"it is very ad hoc, very top-down driven and unduly influenced by the VP Finance who rather than being told to make things happen actually tells people what can't happen."* This shows a lack of clarity and understanding about the process.

There was general consensus of the role of the Strategic Plan in institutional transformation with responses including: *"It provides benchmarks, goals, it assigns tasks, allows for self analysis and self monitoring, all sorts of meta - communication: being sensitive to where you are, what you're doing, why you're doing it, it rationalizes certain things. It excludes some things so when you look at our Strategic Plan you'll see that globalization is a modest part of that. Survival was a big part of our strategic plan, actually survival may have been the mode for the first part of this decade but now we're more into evolution and transformation of the institution."* *"It is a guide book for all of us. It is useful."* *"Ideally it's to help the institution decide what its priorities are and helps it identify it's planning initiatives for the future."*

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally. Respondents said: *"Regional is probably a bigger supporter ...locally you run into more difficulty..."* *"I think the local community responds very well."* *"I think the primary support is coming from the governmental level. I'm not sure who, or what agencies in Thunder Bay are actively involved in this initiative."* *"Overall it's well received."*

When asked if the university provides sufficient emphasis to the local and regional markets one respondent stated that there are no local opportunities for graduates: *"The local (market) doesn't have enough opportunities for the university – the university doesn't have an impact locally. So many of our students are in education and there are no teaching jobs in Thunder Bay. Then the students who are raised in Thunder Bay and now have a degree say 'where can I work in Thunder Bay? I don't want to be a retail merchant'. So they leave."*

Two respondents didn't know the answer to this question and the other two said that there was sufficient emphasis locally and regionally although one said that was with the exception of in the Aboriginal community.

7. International Students

Without exception, respondents acknowledged the various contributions made by international students to the university community. Comments made include: *"They add a dimension to the activities of campus; there are notoriously visible ethnic celebrations that occur. I don't know how much they impact a particular student but they are noticeable in the community". "I think it helps the students, especially our local students, more than anyone and the people from small regional towns." "It's an eye-opener for our local and regional students to try and get them out of that Lakehead or Thunder Bay box. It's important because as our students graduate and move away to bigger centres they will come into contact with diversity issues and workplace issues and general life that we don't experience here so the more international flavour and diversity we have will benefit everyone in the long run". "It's enriching the experience of everyone involved including the local population and society and community. It's great. This is one of the goals of recruiting internationally and that is to improve the students experience on campus and expose them to different ideas, different cultures and different backgrounds."*

When asked how international students are integrated into the culture of the institution responses depended on the perspective of the interviewee. Those closest to the function knew that it was very well organized and included nurturing applicants through the application process, meeting them at the airport, bringing them to campus and introducing them to the buddy system in place specifically to assist international students with adjusting to their new surroundings. Half of the interviewees did not know how it was handled and they hoped it was satisfactory. The point was made that there was an option for international students to opt out should they so choose.

There were mixed views on whether home and international students integrated with each other at Lakehead. One respondent said they didn't know, one said it happened well, one said it happened in the classroom and in living arrangements and the others said variously: *"The few Asians that we had in our graduate program – I don't believe they did integrate to a large extent". "It's very cliquey. Usually you see all the Nigerian students together". "The Chinese students tend to be very cloistered, the South East Asian students mingle more and the exchange students mingle more like the French, Brits, Fins and Norwegians. The Chinese students are so culturally shocked by the differences in food, language and appearance that they do tend to very much take care of one another. They have the most amazing social network so that if you want something to go out to the Chinese Student Association you tell one student and the next day they all know. They take very good care of each other - they're actually a wonderful group of students"*.

When asked if there was enough support for integration activities half of the respondents thought there was whilst half thought that there was not. Views were polarized, from one extreme to the other, depending on the respondent's perspective and reference points.

Apart from one respondent who said that they didn't know, all respondents thought that there was a pattern of global recruitment across Ontario and Canada. Views of what the pattern was included *"...it is influenced by the CEC Network Recruitment Fairs" "...more universities are going more places. Colleges now are recruiting internationally instead of just locally"* and *"...it's a priority for Ontario universities"*.

8. Overall

Looking forward to how the university plans to continue responding to globalization several references were made to resources being an issue. One respondent indicated that the lack of direction is implicit acquiescence and therefore things will continue as they have been. Other responses included: *"we will do it as actively as we can... we are putting in major staff resources at the senior level", "the initiative to globalize is totally under-funded and not considered that much. I see it as a non-issue unless people are directly involved in it. It's not a campus wide issue. There is not much of a plan."* One respondent plainly said that they did not know.

On considering the financial viability of the plan, broadly speaking there was an acknowledgement that the budget was modest but so was the plan, so there is appropriate correlation between what is planned and how it will be funded. One respondent said: *"I think it's not a plan because it's financially viable at our institution. At other institutions it helps their finances. I don't think at our level it would help unless there was a major effort and we brought in major numbers – it's not going to help financially."*

On re-visiting the concept of local, regional and global priorities and how they are balanced the overarching view of Lakehead interviewees is that the university gives more focus to regional and local than to global priorities. There was a mis-match as to whether regional was given higher priority than local or vice versa. There was overall agreement that global has the lowest priority. One comment was: *"They are not balanced as global does not feature in any Senate approved strategies."*

When asked what benefits accrue to the university, it was interesting that half of the interviewees answered this from a learning, teaching and research perspective whilst the other half responded from a mandate and funding perspective. Main benefits from the latter group were to do with achieving targets and receiving funding to remain financially viable. This quote summarizes the responses: *"We are provincially funded so if we look good provincially then we appease the Ministry and the dollars are more forthcoming than if we appeal to the federal where we don't get many dollars ... but since our funding is provincial then obviously it does make sense to impress the provincial."*

In the former group responses were much more humanist and emotive stating many, wide-ranging, direct and indirect benefits. The following summarizes the responses in this category:

"Benefits are innumerable. They include all of the standard clichés you can find in any speech: the enrichment of student experience; the enrichment of faculty research; the enrichment of the general culture; mixture of languages; multiculturalism and diversity – you know the clichés as well as I do. But in my true heart of hearts one of the most important things, and this is the humanist talking, is that globalization of the campus is a form of anti racist work and that's its most valuable contribution."

When asked about the major barriers in the recruitment of global students, all six respondents cited financial barriers and lack of resources as a major barrier. The financial barrier was articulated not just from the institution's perspective but also from that of students who come from countries other than Canada. This was supplemented by various other factors including:

- Institutional priority – it was suggested that if the university gave it a high enough priority, budget would be allocated.
- Provincial government – each Province is in competition with the others across Canada and federal government can also hinder progress as it is responsible for visa applications for foreign, incoming students.
- Inherent racism – one respondent reported a professor saying: "this is not a Chinese university and you should stop trying to make it one!"
- Reputation – Lakehead needs to be more visible and to make people know that it actually exists. One respondent reported that Lakehead's current reputation is "last chance Lakehead" due to it having the lowest entry requirements of all universities in Ontario.
- Geography – the fact that Thunder Bay, Lakehead's main campus, is "fifteen hours of remoteness away" from most potential undergraduate students is a major barrier.

It is obvious that respondents perceive there to be many barriers. It is neatly summarized by one respondent who said: *"the obstacles are intellectual, cultural, fiscal but I remain Happy Harry. You do have senior administrative people here who are decent, tough*

administrators who are doing their best with a skeleton staff saying: “we need to open the doors” and so I remain optimistic.”

Case Study Report for Nipissing University

Prepared by:

Dr Sally-Ann Burnett, January 2008

Contents

1. Background and context
2. Overview
3. Culture of the Institution
4. Globalization Strategy
5. Global Recruitment
6. Strategic Planning
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8. Overall

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- What are the future plans, at the case study universities, in response to globalization?

I am particularly interested in the concept of “glonacalization” which acknowledges the interdependence of the local, regional and global dimensions. Consequently I explored some aspects of glonacalization in my interviews.

This Report summarizes the interviews carried out at Nipissing University in June 2007 and whilst it will not be included in my thesis per se its contents will be reiterated in my results, discussion and conclusions.

2. Overview

Unfortunately, there were only four interviewees at Nipissing University, instead of six. I was unable to interview either of the Deans selected by the Vice-President, Academic and Research for my study. Three days prior to my visit to Nipissing, after sending a confirmation email to each interviewee, the Dean, Arts and Science (Interim) withdrew by email.

Two days prior to my visit to Nipissing the Vice-President, Academic and Research emailed me with some concerns at Nipissing regarding my position at Lakehead University and how I would use the data gathered at Nipissing. Following my response, the Vice-President, Academic and Research confirmed that he was satisfied that my

research was independent of my Lakehead responsibilities and he gave me his support to proceed.

The Dean of Education was unavailable for my planned interview at Nipissing when I arrived for the interview. My interviewees therefore only included one academic position: the Vice-President, Academic and Research.

The four interviewees all came across as thoroughly committed to Nipissing University although there was a varying understanding of the university's strategic direction.

Two of the four interviewees had worked at Nipissing for over twenty years, which would seem typical for the Nipissing staff population. It was of note that the President and the Vice-President, Academic and Research were both relatively new in post (5 years and 10 months respectively).

It was evident that Nipissing is striving to become more globally engaged but considers itself hindered by its size, location and (lack of) resources. It considers itself to be a young university playing "catch-up" with universities that have been established longer.

3. Culture of the Institution

The respondents described Nipissing's culture as underpinned by it being a relatively young and small university with strong regional ties. The dominance of the Faculty of Education thus far and the growth of new professional programs were noted as contributing to shaping the culture. One interviewee said: *"The academic Liberal Arts and Science programs have grown and built up largely to support students who were coming to Nipissing for the purpose of going on to do Education and that's still a very strong culture ... I would say we've got some growing pains going on right now where the academic Liberal Arts and Science programs and some other Professional Schools, other than Education, such as Nursing and Criminal Justice and Business are starting to come into their own. They are starting to see themselves as having their own identity that is linked to, but quite distinct from, Education and so what we are beginning to see is more students now starting to come to Nipissing who are coming here to do programs... and then they may, or may not, go on to teaching."*

There was consensus that the culture at Nipissing is in a transitional phase with significant ongoing change. One interviewee said: *"The culture's changed – almost all the students now are not local. They are almost all from out of town, probably 75-80%."* This is in contrast to what was predominantly a local student base. This interviewee went on to say: *"...we are probably one of the most residential of all the universities in Ontario."*

The importance of being student-centered, family oriented, small and with diversity across students, was mentioned by the majority of interviewees. One said: *"I'm proud to say I think it's very student-centered, very student focused and the beauty of that is that as a smaller institution where faculty and staff both get to know the students by name and that's a huge advantage to our retention as well as to potential recruitment because sometimes word of mouth is the best source of recruitment. It's a family atmosphere and I find that as an employee as well and it's one of the reasons I chose to come to this university to work."* Another interviewee said: *"...it is a very small university that has a diverse culture. I don't think it's as diverse as a university that would be considerably larger that draws students from a wider area but I do think it has some diversity. I think it has lots of room for added diversity. The diversity I'm referring to is not only culturally diverse but also a diverse nature of students: students with disabilities; students from different backgrounds; not just culturally."*

All four respondents described the culture at Nipissing University as predominantly collegiate and not at all corporate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Two interviewees said the culture was enterprising and the other two said it was: *"at the verge of enterprising"* and: *"collegiate but also leaning towards enterprising."* Examples of why Nipissing was

considered to be collegiate included its small size and the fact that everybody knew everybody else there, and their business. To explain why Nipissing was on the verge of enterprising the interviewee said: *"I believe that at this point we may just be at the verge of enterprising because we are focusing on a new strategy for internationalization. We are going to be developing graduate programs and they are already in the development stages – just waiting to be approved. Also, because we are offering our first corporate campaign now to build a new library and learning commons and also because several of our Professors have achieved amazing grants through larger corporations such as NSERC and as a result they are building new facilities and services and our undergraduate students can engage in research with Professors which is quite unique and I see that as an enterprising concept because most times that will not happen until the student goes to graduate level study."*

Two interviewees acknowledged that all universities need to have a certain amount of bureaucracy and the other two said that Nipissing was not a bureaucratic university.

When asked: "How does globalization affect institutional culture?" Nipissing respondents all thought it had a positive influence. One interviewee described the widening of Nipissing's recruitment which had previously focused on local, predominantly Caucasian, female, 18-21 year olds who were keen to become teachers. He went on to say: *"what is beginning to happen, as we go through this cultural transition of the university to be what I would call a more mature university culture, we are starting now to attract a slightly more diverse group of domestic students. So we are getting more students from the Toronto area and they tend to be a little more diverse and also we are building our international profile because really to educate students today in a university environment without exposing them to the essential globalization of so many things in the world is not giving them the right education ... we are looking at ways of integrating a more globalized experience in to their educational environment because, for the most part, up to this point, our students have not had that kind of experience so we see globalization and internationalization as very important as we move to this transition from what was the culture of Nipissing as a young, new university to the culture of Nipissing as a more established, slightly larger, predominantly undergraduate university. It's very important."*

The only slightly negative comment was: *"I think you lose some of the small town culture. You can no longer just consider your own small little piece of the world, you have to consider the much larger issues. I think we are starting to feel some of that now as are other universities. It really happens to universities and that type of institution before it happens in general society. Where things like prayer space for all different groups is an issue here but it's still not in our community but it will be very soon."*

Three out of four respondents agreed that the culture necessary to sustain globalization was one that was out-going, outward looking, open and forward thinking. The remaining interviewee thought that it was not just about the people from other cultures but *"the art, the language, the sciences, the multi faceted aspects of different cultures, not just the person, the individual who may come from a different culture. I think our campus really benefits from learning all aspects of different cultures or culture from all different countries and the person is not just from a different culture but the culture is from a different country or a different background."*

One of the interviewees remarked on the divide between Northern and Southern Ontario: *"I do see a cultural dichotomy between Northern Ontario and Southern Ontario and some people may argue that we're not very far North, especially with Lakehead being much further North in Thunder Bay. I think also that with the advancement of technology these days it's impossible for global concepts not to reach our doorsteps either through television, radio or internet or through actual international experiences. It is everywhere and people need to communicate with each other and we can only do that effectively if we learn about each other, learn other languages, appreciate diversity and are open to exploring different ways that people do things so that we don't necessarily keep that closed minded, blind-folded perspective that our way is the only way."*

There was a unanimously shared view that the culture at Nipissing had changed in recent years and that it was continuing to change. One interviewee talked about the academy at Nipissing changing with faculty renewal as: *"Younger faculty bring a different dimension – they've been brought up in a different era, they look at research in a different way, they look at integrating teaching and research in a much more appropriate manner, not appropriate but a more dynamic manner, I think, than those that were hired here primarily to teach and there was not an expectation to do research. So the academy is changing and so that changes the culture, the collegiality."*

With respect to the culture continuing to change mention was made of administration, faculty and governance all changing as part of a bigger transition at Nipissing that had started.

All respondents thought that the culture at Nipissing, for the most part, was supportive of the global dimension and one thought the support had become stronger in the last two years. Two respondents thought this because they had no evidence to suggest the contrary.

There were many enablers articulated for global recruitment including: universities becoming more competitive; students being more globally-aware; the university's original strategy and various people including senior administration, those with roles in globalization and the community of North Bay.

Barriers cited to global recruitment of students were mainly concerned with the cost associated with recruiting from overseas; three out of four interviewees mentioned this. Other barriers included: the negative views some people had of globalization; Nipissing's lack of flexibility with respect to admissions' standards; the small size of Nipissing University and the International Recruitment team and Nipissing's remote location in Northern Ontario.

With respect to where the power lies regarding global recruitment of students, one interviewee said it lay with the President, one said the President and staff had a polarity of power, one said the International Office and the other said that academic leaders held the power: *"it's probably in the academic leaders and in the new faculty that are coming in that have fairly significant global experience and they are pushing the envelope – they are pushing people."*

When asked: "How global is the staff population at the university?" interviewees were unanimous in saying it was not at all global. There was an acknowledgement that new faculty tended to have more global experience and diverse backgrounds, compared to older faculty, although most were still Canadian. One respondent changed the question to ask how "globally minded" staff were at Nipissing and when pressed to answer the original question said: *"...maybe 1 or 2%. Very, very small, very limited."*

When asked if the global staff population was changing all four interviewees said that it was increasing for faculty. One qualified this by saying: *"Not necessarily the numbers (of faculty) who are coming in who are non-Canadian citizens but rather individuals who have studied or worked or volunteered or done research in other countries. That is definitely on the increase ..."*

Two major barriers were cited for global staff recruitment: Canada's immigration policy and North Bay being remote, small and not well known. One interviewee mentioned that recruitment of global staff had been made slightly easier: *"It has been made a little easier in recent years with relaxing of the advertisements. You can at least advertise internationally now whereas before you couldn't. You couldn't even advertise internationally until you had done it domestically. You can do that now so you do have a greater chance of a greater pool of faculty."*

Other barriers included the pay scale offered by Nipissing not being equal to that of larger, urban universities and the lack of professional opportunities in North Bay for the partners of faculty. One interviewee said they were not aware of any barriers.

4. Globalization Strategy

When asked if the university had a strategy for globalization all four respondents said there was one being developed and two mentioned the Strategic Plan of 2001 that featured a plan for internationalization. One interviewee said: *"We developed ... a 5 year plan to increase our international profile. We have been working on that and we are now working on a second Strategic Plan as part of the overall Strategic Plan, in internationalization, which should be out in the next few months. I think that will be more aggressive and so we shall see where that goes. We do have a strategy, it is in our overall university Strategic Plan."*

When asked how the Strategic Plan had evolved, two respondents described, in varying detail, the previous Strategic Plan and how it evolved and included a piece on internationalization. One of these two interviewees mentioned progress made since the previous Strategic Plan, produced in 2001: *"we've gone from 6 exchange partners to 17 and increased our student numbers from about 4 outgoing students to ... a year ago we had 20 outgoing exchange students. Degree-seeking students, when I arrived, I believe we had about 5 maybe or 9 and this past year we had 30. So we see increases in student movement, we see increases in faculty interested in developing study-tour concepts, several students have gone away in that regard in the past year from the Faculty of Arts and Science. The Faculty of Education has an international teaching place component which has evolved definitely and totally over the last 4 years and this past year I believe they had close to 150 students who went on teaching placements internationally..."*

Two interviewees said that an internal Committee was established to make recommendations for a globalization strategy. One called it an "International Task Force" and the other a "Strategic Planning Committee" but both said it would produce recommendations for a Strategic Plan.

The other interviewee said that new faculty had been the driver: *"it's evolved more with new faculty with international experience coming in and wanting to be part of it and coming forward and saying: 'I want to be involved in this sort of thing and I want to help promote it'. Certainly as we develop more partnerships and more exchange agreements with other universities and bring more international students in which changes the flavour of the classroom – that is being pushed. As we send more and more of our students on exchanges to other countries and they come back they are having an impact on the culture but also on the classroom setting as well and their friends. So, it's happening and as we develop more and more of these it starts to snowball but the snowball's still pretty small right now."*

When asked why Nipissing had done it this way, there were three different answers: two interviewees said that the students needed it: *"The world's getting a lot smaller and our students need to have a global experience so some of it is selfish. We think that successful students in the future are going to have to have these experiences. They are going to have to see other cultures, they are going to have to work with other cultures so they need to start now";* three interviewees said that the university needed to do this to remain competitive and therefore viable: *"Given that we are a small university and we have a very sort of personalized small university experience we think it's building part of our competitiveness making us an attractive place to come because students will want to come to a place that has some innovation and excitement around the academic programming. I think from a competitive point of view it helps us..."* and one interviewee said that senior administration and the President were the reason.

Regarding whether Nipissing had made any assumptions, one interviewee said that it made less assumptions than it used to, assisted by the number of student surveys carried

out, and one interviewee said that the only assumption made was that Nipissing had to become more globalized.

There were several significant internal and external drivers noted by the interviewees. These included: the university's changing culture; recognition of the educational component brought with a global involvement; a desire to be more multi-cultural; a financial need; various government agencies promoting Canada in a global context such as the Council of Ontario Universities and the Ontario Council of Academic Vice-Presidents and student feedback.

There were various responses regarding the scope and timescale of the strategy with all interviewees agreeing that the scope was wide ranging. One respondent summarized it thus: *"The scope of it is very significant. Personally, I would like to see every undergraduate student at Nipissing have an international experience. That's a bit of a tall order but that would be my preference. I believe that all students should have it, just as I believe they should all have a research experience and a service learning experience. So what we're looking at doing is building internationalization, research and service learning as a 3-pronged approach to building a more dynamic component of that educational experience. It will be transformational in that it will address, it will not just be international exchanges, it will be building it into a curriculum and getting programs to formally incorporate these things into their program development. So the scope is quite significant."* With respect to timescale two interviewees said there was a five year timescale, one said they didn't know and the other said: *"Currently the timescale for the new strategy is based on 1 and 2 year, 5 and 10 year plans so various aspects are expected to be implemented by those time frames."*

When asked how the strategy filters to their department/unit two interviewees said that they were responsible for ensuring its implementation, one said that it would determine the allocation of monies and the other said: *"It's huge because it's through the academic programming that for the most part, obviously there are other services provided to international students but in my mind I have to get the academic programs and the faculty to get a mind change that internationalization and globalization is part and parcel of an undergraduate curriculum. It is not just something you add on to it or you might refer to it or have a lecture on it. It starts getting integral to it and it becomes integral to the curriculum and it also becomes integral to the student experience so we have to look at saying: 'is a lecture on globalization ... does that give them a global experience?' No. So, what is it that we can do to do that? I think that it becomes inherent in the academic plan and it becomes one of the key areas that we look at saying: 'ok, if we're looking at program priorities for the future, either from growing initiatives, current ones or starting new ones, or maybe even ending programs, one of the things we look at is does it combine globalization, what is it doing to give students an international and global experience?' If it's not doing that, it's not going to be such a priority for us in terms of development."*

There was a lack of specifics regarding perceived instruments available to secure the strategy's implementation. One interviewee mentioned that the Academic Plan was the main instrument, two others said that people, including faculty, were the main instruments and the other respondent did not know.

5. Global Recruitment

There were three main reasons given in answer to the question: "Why does this university recruit students globally?" Three interviewees said it was important for Nipissing to provide a more globalized community for domestic students. One said: *"the world's getting smaller and universities have an obligation to train global citizens. We are training the leaders of the future and they need to be global if our country's going to survive."* Two interviewees said that Nipissing needed to have a diverse culture and two said it was important to give international students a Canadian education and experience.

When asked: "How is global recruitment carried out?" two interviewees stated that it was not done very well, it was not truly serious and that Nipissing did not use agents overseas. One interviewee said that it was more about student exchanges and placements than about degree-seeking students from overseas, but that this had to, and would, change. Two respondents said that the Registrar's Office and the Office of Admissions and Liaison were responsible for international recruitment and the International Office had the support role once students had been admitted. Two respondents mentioned the role of federal government via the Canadian Education Centre Network and the Canadian Foreign Service for Education through Embassies. There was a general sense that there needed to be a strategic drive to increase the number of international degree-seeking students at Nipissing. Language was mentioned as a barrier that would need to be overcome by one interviewee: *"...we do not have the English as a second language programming available on our campus to accommodate a student who does not have English as a second language. We find that from our Chinese enquiries and in some cases our Indian enquiries, the English is not there."* They went on to mention that the potential Eastern European market also has language issues and that perhaps Africa was where they should be focusing recruitment efforts. Another issue mentioned by this interviewee was that of reviewing overseas documentation: *"We also don't have the resources for the evaluation of documentation from those countries, again staff resources. It takes me a week to research and evaluate a document from China."*

Respondents generally did not know what the university's strategic goals for global recruitment were. Two interviewees said that they were yet to be established, one said that there were none and the other said that the strategic goal was: *"to change the culture of the university and to have more international flavour"*. One of the respondents who said that the strategic goals were yet to be established said that: *"...the President has kind of set the goal of doubling the number of international students here over the next 2-3 years but really that's just a stepping stone to where we want to go."*

All interviewees agreed that global student recruitment was being led by the Registrar's Office with direction from the President and senior administrators. Two interviewees stated that this was not enough and one of these acknowledged that: *"I would think that over the next little while we'll be looking at creating and establishing a position – some kind of Director position of Nipissing International that would be for an individual who would provide both the academic and administrative direction to the international strategy of the university. We haven't had that so with it being spread between individuals working in a variety of areas between Student Affairs, the Registrar's Office and in the President's Office so again that's something that we have to develop."*

There were several different trends reported by the respondents with regards to their perception of global recruitment. Two interviewees mentioned that there was a trend for an increasing number of international students coming to Nipissing. The following trends were each mentioned by one interviewee: an increasing number of Nipissing students going abroad to study; an increasing number of Education students having a placement experience abroad; an increase in the number of the countries that international students were coming from; an increase in the number of international applicants not completing the process of application; international students wanting flexibility on Nipissing's entry requirements especially with respect to language; an increase in the number of students "getting it" and demanding global opportunities. These countries were mentioned as sending students to Nipissing: the Caribbean; Europe; Eastern Europe; Mexico; Africa and Kazakhstan. Other trends mentioned were that many students recruited overseas were actually Canadian citizens or landed immigrants choosing to live overseas and that many overseas applicants chose to study in an Ontario High School prior to studying at university: *"Also some of these students, although they are coming from some of these other countries, many of our offers of admission are to students who are currently studying in High Schools in Ontario but they are from other countries so they are not necessarily applying directly from the other country. They have chosen to come and do their High School, or at least 1 year for university upgrading, in Canada with the intention*

of moving on to a Canadian university and that's where the majority of our students from Africa have come."

One respondent mentioned the world shrinking as one of the reasons for the trend in global recruitment: *"It's just the life they (students) live now, the world is so small, CNN, it's just now when you see the news it is the news of the world not the news of your community and it affects everybody. With global warming and ... they now see that what happens over somewhere else affects them and what they do here affects somebody else so they see it."* Other reasons included: the danger of being too reliant on one market; the need to meet targets; revenue; government-led initiatives; the economy in "exporting" countries and the work of individuals at Nipissing.

6. Strategic Planning

The respondents described the nature of Strategic Planning at Nipissing variously but all indicated it was an inclusive process. It was generally understood that it was a structured process that had direction from the President and the Board of Governors and that it relied on engagement with the university community and on some individuals (faculty and staff) to deliver its outcomes. One interviewee said: *"That's why I think this sort of top and bottom piece is critical because basically you have got to bring those together. So it tends to be a very tiring, labour intensive and long process and you have to have a lot of patience."* Another interviewee said: *"I would say it's a bottom up process where everybody who wants to be involved in some part of it can be so everybody can have at least a say."*

Two respondents described the role of the Strategic Plan in institutional transformation similarly as "huge". One said: *"It's huge. Universities are, I mean, although individuals are incredibly innovative and as institutions and as collegiates universities are geared to inertia. They just don't want to change and making changes is incredibly difficult. Unless you have the Strategic Planning and driving in place, to push it, it won't happen. You will get individuals doing their thing but it will be all over the place. There will be no sort of institutional direction. Without the Strategic Planning and the academic planning in place it's just not going to happen. People are much more comfortable with tradition."* One respondent said that its role was to ensure viability, credibility and future growth and the other said its role was to: *"...set the 4 or 5 main priorities for the next 5-10 years and hopefully once you set those priorities you can focus your resources whether that's staff, money or whatever... some of the other areas may or may not get left behind or at least may not get the same amount of attention."*

With respect to how regional and local constituents respond to the university's global recruitment three interviewees said it was very positive whilst one said it was mixed. Those of the former opinion said that the university had good support from the City of North Bay, for its international endeavours: *"...there are a number of occasions where our international students have been invited to the town – the Mayor has invited them for receptions."* One interviewee said that there had been a significant improvement in this over the past four years and went on to say: *"I think, our efforts for outreach: with the students going to classrooms, having an international food festival once a year when we invite the whole community to come and we raise money for a good cause to support a refugee student. So we turn it all around into something good and everyone has a good, fuzzy feeling and when people have the opportunity to meet people of other races, colours, and creeds that they never had the opportunity to before they realize: 'Oh! They're nice people too!' and it opens their minds so step by step I think we are growing as a community to accept and understand globalization. It's also happening within the community as far as businesses in North Bay, I know that."* Another interviewee mentioned that: *"The community, especially this International and Newcomers Network, has commented publicly on how the university has enhanced the globalization of the city and has brought globalization to the community and how we will continue to do that and how we, the City of North Bay, benefits from that."*

The respondent with mixed feelings said: *“Depending on whether you’re a parent and your kid didn’t get in... For the most part, at least in our local community, mining and forestry is fairly large there already is a global perspective from that. Not so much with the citizens but with the companies. Unlike Toronto or Montreal where you walk down the street and it’s a global city, it’s not here, it’s still pretty white for the most part. But the large companies here work globally – they have to.”*

When asked if the university provides sufficient emphasis to the local and regional markets one interviewee said no, two said yes and one said: *“You can always do more and I think we should be doing more – that’s personal. We do a fair amount with our region but you can always do more, I think.”* One of the positive respondents said: *“Definitely. I think again that has come from our current administration. Nipissing University has done a lot of outreach from various departments on Campus with the encouragement of the President. The President has been involved in many local activities and regional activities. He has been an excellent spokesperson for the university at higher level, at ministerial level discussions and national as well as regional. In fact I would say the President initiated local and regional and that has extended to global.”* The negative respondent said: *“No, it doesn’t. We are trying to make sure that it does. It has been ... I think it has done in terms of the education program but there are other ways that we need to be far more engaged with the community and that again is part of our Strategic and Academic Plan. If you read the Academic Plan you will see there’s a whole piece about developing partnerships and it’s part of the building those relationships to be more responsive to the needs of the region. It’s part of the maturation of the university. As we build the academic program but also as we build the research component and making sure that research component has linkages and relevance to the local and regional community.”*

7. International Students

Three out of four interviewees acknowledged the tremendous impact made by international students to the university and wider community. Interviewees mentioned these contributions: representing their countries and cultures; contributing to the student culture; bringing a “joie de vivre” to residences; creating diversity on the campus; demonstrating successes and self sufficiency of international students. In summary one interviewee said: *“They have had a great impact on the university and this will help us globally as we compete internationally, compete and work together with other institutions around the world because then they realize that we do have an international aspect to our university and I think it relates directly to the intent of Canada’s multi-culturalism too. So we are fulfilling our little part in that piece of pie.”*

One interviewee was slightly less positive about the contribution made by international students saying: *“It certainly raises some issues that we have never really thought about before particularly around culture and cultural differences and needs and different ways of looking at the same issue and that’s a good thing because when you are all the same you always look at everything the same way, through the same kind of eyes, and now we are being forced to look at things very differently.”*

When asked how international students are integrated into the culture of the institution, responses indicated that the main strategies were to integrate them by not segregating international students and by assigning them a student mentor who would support them for a year: *“We also have an International Mentor program where each international student is mentored with a Canadian student so there’s exchange back and forth both ways, that way – each impacts on the other.”*

The consensus was that international students were integrated extremely well due to their bespoke orientation program, the supports on campus for them and the International Student Club. One interviewee described the orientation program: *“The orientation would cover a variety of perspectives. We offer a Canada 101 course so the basic geography, history, economics, society – what Canada’s about and where we get our roots, the*

multicultural perspective of Canada, the celebrations, events and activities: Canada Day and things like that. That's just one part of it, the other is academics so we involve our professors to come in and give a session on a typical classroom and what to expect in a classroom and different academic perspectives on writing papers whether it's for something in the social sciences or hardcore science or whether you are doing case studies in business and the difference between those from an academic perspective. That helps, I think, and we get a couple of professors involved because right away students are seeing: "oh, they are real people" and they're introducing themselves as John rather than Dr So-and-so. That in itself is a culture shock to many students but of course not all professors do that. Many of them will say: 'I'm Dr So-and-so'."

All respondents thought that home and international students integrated well with each other at Nipissing. Interviewees said this integration happened through various means including: the strategic planning process; faculty facilitated discussions in the classroom, Student Union and club activities, cultural events and guest speakers on campus. One interviewee pointed out that: "...most of our international students don't come from third world countries at this point, so some of that is not an issue. There are always cultural issues that you have to resolve. I would say that more problems arise around academic program issues, it's just a completely different way of doing things in their home country."

When asked if there was enough institutional support for integration activities, the view was unanimous: there could always be more support, is it ever enough? One interviewee said: "I would say there's never enough and you could always use more resources to do it but I think there's been an effort into putting resources in to make it better. It's tight times, there's only so much to go around and I think in that case, from my perspective, we've probably got our fair share." Another interviewee said: "I mean, is there ever enough support? Yes, we do put a lot of support in to our programs, student bodies, we are not top heavy on administration and bureaucracy. We do put a lot in but is it enough? No, it never is enough, I'm sure. Certainly we need to put more resources in to the internationalization pieces." Although the responses were not completely positive, neither were they negative.

8. Overall

In the context of the university as a whole, and its future plans, three of the respondents indicated that the future plans of the university involved finalizing the new strategy and then implementing it: "we are at the early stages of our internationalization strategy and globalization strategy. So really how we are responding is that because we are in early stages we will be developing the strategy then implementing it. So basically we are in to a process that we have already started and we will just keep going and then at some point we will have to say: "ok, what do we do then to sustain and maintain that?" but that's going to be down the road. We are still in the early growing stages." One respondent did not mention the strategy being developed but said: "they plan on enhancing what we do internationally, developing programs or opportunities that with our limited resources don't rely heavily on things requiring money. So building up our email reply system for internationals, linking to virtual tours, so using resources like the web that don't have variable costs whether you're dealing with 1 potential student or 1000s of potential students. I think that's one area we will try to work harder on, try to do more with less. Try to be more selective possibly as to where we go. But it may mean limiting our recruitment efforts in a country where we have not been successful but we have been going for 5 years. Maybe measuring more closely what do we feel successful."

Three respondents said that they thought Nipissing's plan for the future was financially viable. One of these said: "We have been very realistic to say what could happen in 2 years, 5 years and 10 years. Obviously we need more financial support for more staffing but so much of it is the willingness of the individuals involved to make sure that the implementation of the process is done and the building of community here on campus within that international theme." The remaining interviewee had not mentioned the emerging strategy and responded: "In terms of the recruitment and enhanced recruitment

there's no plan for that at the moment because there's just not resources for it but in the future there might be."

On re-visiting the concept of local, regional and global priorities and how they are balanced there were four different views: i) they are quite well balanced; ii) local and regional come first and global second; iii) don't know...I think they are equally balanced and iv): *"You know what, I don't know the answer to that. I don't know how we balance them. I think sometimes it just depends on who is making the decision at the time."* The interviewee who said they were quite well balanced went on to say: *"I think we are trying to shift the balance a bit just because of, again it goes back to how this university has evolved because of its early reliance upon Education - teacher training as the driver. I think what we're trying now to do is to balance it more as we build up the Liberal Arts and Science programs and the other professional programs, there's more about starting to recognize the local and regional needs that are there and so I think we are changing the balance a bit and that's part of the growing pains that we've got. Also, the internationalization agenda will also, as I've said before there's not been a balance in terms of what I'd call the international / global profile – Nipissing hasn't had one. So what we're trying to do is create an international and global profile which will bring that in to the picture and it hasn't been there up 'til now."*

When asked what benefits accrue to the university, three interviewees described the various beneficiaries, not just limiting their responses to how the university benefits. The following were included as examples of benefits: a better learning environment for students; a better experience for students; an opportunity to work with the community and the region; a better sense of community; economic, social and cultural improvements. One of these interviewees said: *"We can only grow if globalization is part of that, for the whole region, and there are definitely initiatives with the North Bay Newcomers Network of which I'm on the Committee here in the city in order to develop a strategy for encouraging more immigration and providing services to individuals who come from other countries."*

The remaining respondent focused on the importance of making connections with other countries. They said: *"It is in the best interests of Canada that we have students that are more familiar with other parts of the world, and the other way around. It makes it more difficult to fight with people when you know them."*

When asked about the major barriers in the recruitment of global students, all four respondents cited resources as the main barrier and two mentioned government resources as well as the university's choice of resource allocation. One said: *"Some of the barriers are again financial, depending on whether the government is going to support this. I think that could be either very positive or very negative and sometimes we have very little control over that as they may, and they've done this in the past, cut the amount of funding you can get for international students or conversely, increase the amount you get for domestic students, so that financially it's suicide to do it the other way so they can have an impact on that one way or another."*

The other major barriers, mentioned by two respondents, were the perceptions and attitudes at Nipissing. One respondent said: *"The major barriers are, perhaps I would say, funding, secondly the aging population who have more of a closed minded attitude towards opening doors and that's one of the reasons we wanted really to start working with the students in High Schools and Elementary Schools".* Lack of community support in the sense that there are not already international communities in North Bay for incoming students to relate to and be supported by, was another barrier as was the small size of Nipissing University.

Case Study Report for Trent University

Prepared by:

Dr Sally-Ann Burnett, October 2007

Contents

1. Background and context
2. Overview
3. Culture of the Institution
4. Globalization Strategy
5. Global Recruitment
6. Strategic Planning
7. International Students
8. Overall

1. Background and context

This report forms part of my DBA in Higher Education Management. My research is a qualitative study of Globalization and its Strategic Impact on (some) Higher Education Institutions in Ontario. The purpose of the study is to establish a picture of how globalization is affecting some universities in Ontario with particular respect to student recruitment. This study will generate information that will highlight some of the important work that universities are carrying out in responding to the challenges and opportunities of globalization.

I have carried out case studies on four universities in Ontario:

- Lakehead
- Trent
- Brock
- Nipissing

Within the case studies I have gathered data from documentary sources (institutional plans, annual reports etc) and I have interviewed the following staff and faculty, to ascertain various views on the issue:

- President / Vice-President (individual with responsibility for global initiatives including of students) – this person was asked to name the subsequent respondents
- International Office Director/Chairperson
- Director of Admissions
- Director of Student Services
- The Dean of a Faculty with a predominantly local perspective
- The Dean of a Faculty with significant global students

My central research questions are:

- Why are students recruited from across the globe to the case study universities in Ontario?
- How global is the student and staff population at the case study universities?
- How do local and regional constituencies influence the case study universities?
- What sort of culture do the case study universities have?
- What are the future plans, at the case study universities, in response to globalization?

I am particularly interested in the concept of “glonacalization” which acknowledges the interdependence of the local, regional and global dimensions. Consequently I explored some aspects of glonacalization in my interviews.

This Report summarizes the interviews carried out at Trent University in April 2007 and whilst it will not be included in my thesis per se its contents will be reiterated in my results, discussion and conclusions.

2. Overview

The five respondents all came across as thoroughly committed to Trent University and each showed a sense of pride in the university. Most respondents had been employed at other universities and were able to use previous experience as a comparator.

It was clear from all respondents that global recruitment and having a significant number of international students at Trent is important for the university and it is interesting that since my visit Trent is using the strap line: “LEARNING TO MAKE A WORLD OF DIFFERENCE™” on their website. Another Trent strap line is “THE WORLD BELONGS TO THOSE WHO UNDERSTAND IT™” and both show that there is an underlying commitment to being part of the global community.

Another theme that emerged from the interviews was that Trent does not have a history of planning and that this is a relatively new phenomenon there. There was a broad acknowledgement of the necessity for this, but still a sense of it not being fully embraced and embedded across the university.

3. Culture of the Institution

All respondents described similarly the culture at Trent, using their own words which of course varied. None of the respondents asked for clarification regarding what I meant by the question.

Trent's culture was variously described with one respondent saying: *"It always had a reputation for being very solid and very good academically and it seemed to have a special charisma about it somehow."* Other respondents described it as lacking in structure that could coordinate its activities and allow it to define its culture better: *"It's had at least two faculty strikes. This is the only President that has actually gone on to a second term and it looks as though she will actually finish her second term. So there's been revolts against Presidents and coups and strikes and Board leadership that was obviously at odds with administrative leadership from time to time so from my point of view it was a bit of a crazy place."* The same respondent went on to say that: *"Trent is quite difficult to manage, very decentralized, quite confrontational, obviously having had faculty strikes. Because of the college system it was highly decentralized and it was only in the late 90s that really some things got brought together... So it was decentralized and frankly a system that probably wasn't managed and people were just left to move along and do their own thing. Fortunately, we had some good people in the departments so on the whole people did do well on the education side but around that it was not particularly good. Good things happened but not because people planned them necessarily or because they actually promoted them. I find the culture still is this, there is still some resentment about centralizing activities."* Another respondent mentioned that academically: *"Oddly enough, it's also completely unstructured"*. And went on to describe the absence of requirements for their arts and science programs, unlike at other institutions where there were stringent requirements.

There was some mention of the founding and early faculty, having different views from those who had joined Trent's academic community more recently and one respondent said: *"If you talk to the old guard they would say: 'what did characterize Trent is it was very collegial, there was a lot of consultation, everything bubbled up from the grass roots and nothing ever happened if it came from the top down'. I think they are a bit disingenuous because always a single negative voice was allowed to sabotage things so I don't myself think of this as ultimately democratic. Certainly you do hear murmurings now that the university is becoming bureaucratized and faculty are losing a say in their university."*

Several respondents mentioned the college structure, the small size, the natural beauty of the campus and the sense of the campus community as defining the culture. One respondent summarized it thus: *"The natural beauty of this environment – we're on fifteen hundred acres of undeveloped land and 700 of that is designated as nature preserved... That beauty and that very Canadian beauty with the river running through is central to the character of this place."* Another respondent said: *"Time and time again we always hear from students the idea of community when you ask people about what attracts them to Trent and what makes Trent an appealing place. It's that sense of community and when you have a smaller university that has that sense of community it really allows individuals, it makes more accessible involvement in a variety of different things. It's all the things that come with community. It's about being involved, having a place and being engaged."*

Another theme used by respondents to describe the culture at Trent was that of inclusivity at the campus with an expectation that international students would add to the vibrancy and dynamism there for their own and other students' benefits. The slogan used by the

Trent International Program (TIP): "where the world learns together" captures this. One respondent said: *"International people become part of the TIP, they become part of a vibrant international community that truly believes in and is committed to including perspectives on the experience of people from all around the world."* Another respondent said: *"I think the other aspect to it is the whole concept of social justice or social conscience - that graduates will have an understanding of the world as well as their place in it and how they might actually make things better and that's not necessarily just internationally although some of our international year abroad programs ...are very focused on international communities but there is a sense overall of social awareness, political awareness, a sense of justice."*

It was clear that students are at the centre of Trent's activities and that faculty engage more with students than at some other universities. One respondent mentioned: *"the length that many of the faculty will go to assist the students if someone's having some difficulty..."* Another respondent said: *"Our outstanding faculty carry a fairly large teaching load compared to what they might be carrying somewhere else. They are here because they know they are going to be engaging with students and they want to."* The same respondent went on to say that: *"we still maintain that character and commitment to treating every single student as a human being with a name who has the opportunity not only to engage with other students in their learning process but to know their faculty and to engage directly with them."*

All respondents described the culture at Trent University as predominantly collegiate according to the terminology used by Ian McNay (1995): corporate; bureaucratic; enterprising and collegiate. Two respondents said the university was becoming more bureaucratic as external factors required it. Three respondents said that Trent was definitely not corporate in its culture although one said it needed to be more corporate: *"We are in the growing pains, from my perspective of coming from large universities which are essentially corporate, I believe we need to be more corporate because corporate structures are a way of maintaining the personal-ness and the professional strength of a collegiate environment. At our size we need to be moving towards structures..."* Another respondent said that: *"There is huge resistance, at least on the surface, at Trent, to any kind of corporatization. On the other hand, we have Aramark who is the food provider and they have a monopoly on food."* This respondent gave other examples of corporatisation on campus including corporate sponsorship for scientific research.

One respondent said the university was becoming enterprising whilst the other four said it was not an entrepreneurial place and it did not need to be. This was explained by one respondent: *"One of the interesting things about Trent is that no Academic Department has its own instructional budget. They have what I call a "paperclip" budget... what this means is that every November they come to the Dean's office when they are asked to do a staffing plan and they say what instructional resources they need to cover off their programs next year. There is no financial accountability whatsoever. They just know what courses need to be covered, they know what faculty are on sabbatical and so they tell the Dean what they need to cover them. So why would you be enterprising at all in a situation like that?"*

When asked: "how does globalization affect institutional culture?" Trent respondents were unanimous in their positivity about the affects. One respondent acknowledged that *"...initially it probably had more of a character of helping developing countries but it would always recognize that having students from different countries in the classroom did help our own students learn and get a better appreciation of what was happening "*. Trent encourages students to study abroad for a year so that they bring back their cultural, as well as academic, experience and that impacts the university's culture. One respondent summarized this: *"We have year abroad programs in Ecuador, Ghana and Thailand and those have been long standing so there has been that notion of our students going out, as well as to Europe for language and so on. Our policy around bringing in international students is to try and bring students from many different countries and try and use the scholarship programs to do that and not just get focused on China as it's easy to recruit*

large numbers of students from a particular country. We've got over 80 countries represented in our students. There's been a very deliberate effort on our recruitment to be quite heterogeneous."

Curriculum was mentioned by four out of five respondents in response to this question. One respondent summarized the point: *"There's been a more conscious effort to really look at the curriculum and look at bringing in other than North American experience and other than European experience, come to that."* Another respondent stated: *"It has affected the culture in some programs like business, because students have a different focus. If we were looking at English, for instance, they did a major curriculum reform last year where they're teaching English Literature not just from England and Canada and the United States but from many different countries. We are only just beginning to see that but I'm hoping that students will be more aware of the diversity and will be more aware of the different literatures that are written English."* There has not been a requirement at Trent for all curriculum to have a global focus but for this to be the case where deemed appropriate.

Two respondents mentioned Trent's tag line: "the world belongs to those that understand it". One respondent said: *"Certainly when you talk to High School students that's what they want – they want the world. So, I think we get a lot of students in with that perspective to the extent that classes build on that and make it stronger."* The other respondent who mentioned it said: *"I think that really, to us anyway, that said a lot about the experience at Trent."*

Respondents agreed that the culture necessary to sustain globalization was an open one with willing faculty and supportive administration. Marketing was cited as an important element as was coordination with two respondents saying, respectively: *"our international marketing efforts depend on globalization. We tap in to networks that are only made possible by communication and globalization of curriculum"* and *"So you need to be in sync if we're going to require people to quite fundamentally change curriculum or to learn new things, to do research in a different way, then your promotion and tenure pieces have to be in sync. When you're hiring you need to be hiring people who will support the notion that we don't just do things in Canada or North America so it's a culture that needs to be coordinated in that sense to make it work really well."*

There was a unanimously shared view that the culture at Trent had changed in recent years with examples given of the culture becoming more administrative and bureaucratic, there being increased global research but not an increase in the number of international student numbers per se. All respondents said that the culture was continuing to change with these two respondents summarizing the overall views: *"There is less questioning of how the university is now... There's a much higher level of professionalism than faculty that would have been hired 30 years ago. They come with their research programs with their papers and with the notion that they are going to be teaching and carrying out research – they are very clear on that."* *"Trent is not as isolated as it used to be in that even though we are still working to bring in a different student group and to have it be more diverse, what we don't have to work so hard at are the influences... we are obviously responding to things like the shooting in Virginia Tech and we were responding in the fall to the shooting at Dawson College. Trent can no longer take the perspective of "we're in a small environment and those kinds of things don't affect us." We therefore have to bring in to play things like the research that we do, the programs that we do for students, the training for staff and faculty – all of that has to be done in an global context whether we have a broad based student population or not."*

All respondents were certain that the culture at Trent was supportive of the global dimension, without a doubt. Two respondents included a caveat in their response: *"We've been through huge growth in the number of Canadian students and we don't yet have the structures in place to make sure they can maximize the full international experience. Canadian students don't study abroad enough. Canadian students don't connect with international students enough. We have a lot of work to do in that area."* *"It is supportive in theory, it is supportive in philosophy and it is supportive in practice when the opportunity is*

there but the reality is the campus still isn't that diverse so practice is limited from that perspective."

There were many enablers articulated for global recruitment including: Trent's brand and reputation for international students; the generous scholarships available; Trent's sense of community and its close proximity to Toronto.

Barriers cited to global recruitment of students included: time and money *"it's an expensive proposition to balance off - how many recruiters do you have? where do you send them? and for how long? It's much more competitive now in terms of looking for good international students than it was about a decade ago at the undergraduate level anyway"* and the size of the world: *"a barrier, again, is the size of the world and the difficulty in covering it all in terms of recruitment and that's where Trent has been very strategic in terms of where they will recruit and building up strong pockets in the world that we can then count...while we start to move to other related markets that we might be able to start opening up. It's a long process."*

With respect to where the power lies regarding global recruitment of students, there were a variety of responses but all respondents said that the TIP Director had a key role. Other suggestions of where the power lies were: the Vice-President (Academic) and Provost (two respondents), the President (one respondent), the Director of Finance (one respondent), the Liaison team (one respondent), students (one respondent), and the Registrar (one respondent).

All respondents stated that there were more diverse faculty than staff members at Trent. One respondent clarified the global nature of faculty by saying: *"obviously Modern Languages is very heavily European, in the science department there are certainly representatives from many countries. I can't give you a number but certainly there are people from all around the world on faculty."* All respondents said that the staff were predominantly local, other than senior administrative staff: *"The staff here is very local. We tend to get most of our applicants locally, we have a very strong union so if there's staff turnover it goes internally first and recruiting from out side the city is a task. It's difficult."* Another respondent made the point that: *"Our President is a remarkable global citizen and has some really interesting experience. It's more in the strictly professional areas where people are more local and not entirely comfortable with the idea of international"*.

When asked if the global staff population was changing there was an overall sense that for faculty it was but that for staff it was not. One respondent said: *"Certainly we didn't used to be hiring non-Canadians at all or it was very, very difficult so yes, it has changed."* Another said: *"For the staff, no, it has always been that way here and it continues to be. Our staff has grown typically from Peterborough except for the senior staff."*

Two respondents said there were no real barriers to recruiting global staff: *"I don't know that there are particular barriers for recruiting international staff. We have a pretty decent salary scale now and that doesn't seem to be a barrier for recruiting Canadians."* The other three respondents gave several reasons including Peterborough's homogeneity and lack of cultural and ethnic diversity, the lack of "community" in Peterborough with a lot of faculty choosing to live in Toronto, and the limited number of graduate programs at Trent. One respondent mentioned the general challenges for attracting any professional people, global or local: *"It's a great challenge to attract professional people to this part of Ontario. There's a long list of reasons: I know I can't get very good health care here, if I want to get a doctor I have to go to Toronto. Lots of things like that mean that bourgeois professional people are not comfortable here. That's a challenge. Likewise with Trent, over the last few years, there's been a decline in the entering average of our undergraduate students. That means that outstanding research faculty don't want to be here. They want to be teaching outstanding students so they go somewhere else. I'm lucky that in the International program I do get the outstanding students, I do have that vibrant experience of having really, really smart students."*

4. Globalization Strategy

When asked if the university had a strategy for globalization one respondent was sure that it did, one said that it just covered recruitment and three said that there was not a strategic plan, per se, whilst one of these mentioned: *"we have an International Committee chaired by local faculty"*. The respondent who was sure about the institution's Strategic Plan said: *"Yes, we have a Strategic Plan that goes market by market around the world. It's confidentially held marketing information. In the university's Strategic Plan there's a line that says: 'to grow the number of international undergraduates to 700 by the year 2010 or now 2014. The 60 page Strategic Plan is a market analysis, region by region around the world on how we will attain that.'"*

As there was an inconsistent view at Trent, about whether a Strategic Plan for globalization existed, the respondents of course described different ways it had evolved. Two respondents mentioned the International Committee and one said: *"It's only been happening for the past 18 months so it's a little early to say what the consequences are going to be...People understand that we need to look at curriculum, we need to teach students different things that perhaps we haven't in the past so I don't think there's a push back on that. It evolved in part because the TIP was so heavily seen to be in to student recruitment and yet it seemed to me they needed to have a broader mandate than that."* One respondent mentioned the university's leadership starting the evolution process: *"in 1997 leadership made the clever decision to recognize international students as a revenue stream and practice a kind of ethical, global citizenship, by ploughing scholarship money back in to those international students."*

When asked why Trent had done it this way, there were four different answers: to build on tradition; because of the importance of the revenue it generates; to be part of the global community and because of the lack of budget and type of culture at Trent. One respondent said: *"In some ways it builds on this long tradition of having international students as being very much part of Trent. We're building on it as it is something that Trent has done reasonably well and we're building on it because it really is the right thing to do. If you're going to educate students they are going to have to have the capacity to work in a very different environment than they would have 50 years ago. So they need to be exposed to different ideas, different views and different curriculum than would have been the case 50 years ago."*

There were several significant internal and external drivers noted by the respondents. These included: change of senior staff; faculty wanting diversity of students in the classroom; new revenue sources being necessary due to narrow provincial funding; Trent not having a good record of planning and the drive to recruit top students. One respondent mentioned that in the future Trent would also need to recruit international graduate students: *"In the last year every Ontario university has been encouraged to increase the number of graduate students. The Province has funding for domestic graduate students only but it is waking up, as are my colleagues in graduate that for quality pedagogy in graduate, diversity has to be there. Likewise just to find the students to populate grad programs in Chemistry or in Physics, you've got to go internationally. Other countries, the US especially, they're only out there really recruiting for grad students. Our competitors are going for international grad students."*

Not surprisingly there was a lack of knowledge regarding the scope and timescale of the strategy with only one respondent stating numbers: *"Right now the strategic directions document sets us a goal of achieving 700 international undergraduates by 2014 so that's a modest increase each year up until the 50th anniversary of Trent."*

When asked how the strategy filters to their department/unit two respondents gave examples of working with different areas such as: the Registrar's office; Student Services; the Recruitment team; Communications; Health Services; Counselling; Food Services and Careers and Disability Services all of which have an impact on global student recruitment. One respondent described a curriculum initiative that they are coordinating: *"I have been*

working with the Chair of Politics, the Director of TIP Centre, the Chair of International Development Studies and other interested people who think of themselves as interested in globalization initiatives and this kind of curricular initiative. We are trying to see what we can do to clarify these degrees, make them both more attractive and more cohesive." They went on to acknowledge that this was outside of the International Committee's work and that: *"I guess a lot of that happens at Trent. We are not used to having strategies or grand plans."*

There was a lack of consistency regarding perceived instruments available to secure the strategy's implementation. Responses included: Trent's Report Card *"The big instrument is the report card we do every year that's a public piece. It goes to the Board and it's on our web site"*; marketing; public relations and branding and the possible development of an Instructional Development Centre at Trent.

5. Global Recruitment

The reasons given in answer to the question: "why does this university recruit students globally?" included reference to the pedagogical values for Canadian and international students, making financial sense, the value of a diverse community on campus, to ensure institutional survival and for altruistic reasons. Four respondents mentioned the importance of a global environment on campus and in the classroom as being important at Trent whilst two mentioned the revenue it generated as being important. Regarding institutional survival the respondent said: *"It's important to the development of the students we recruit from within the Province and within the country. They have to have the opportunity for interactions with as diverse a population as possible in order to be prepared for the world that they are going to be living and working in and so when students come in to the campus from another culture and another country they are bringing that with them for their own experience but they are bringing that with them and enhancing the experience of the students who are recruited domestically and that's about survival of the institution but it's also about the institution surviving itself if it is actually educating students for the environment they are going to live in. As soon as it fails to do that it can no longer survive as an institution."*

When asked "how is global recruitment carried out?" all respondents referred to the TIP's role in leading the process. In addition, two respondents mentioned the Canadian Education Centres' (CEC) Network and one mentioned the Council of International Schools (CIS) as being important elements for Trent. One respondent mentioned advertising in international publications and collaborating in a group with other Canadian Universities including Toronto, Queens, McGill, Western and York. Another respondent mentioned the Liaison Department, alumni, executive and faculty at Trent having a role.

Two of the five respondents knew exactly what the university's strategic goals for global recruitment were: 700/10% by 2014. The remaining three knew that there was a goal but didn't know what it was.

All respondents agreed that global student recruitment is being led by the Director of TIP. One respondent clarified this by saying that the responsibility lay with the Vice-President (Academic) and Provost but that it was mainly delegated to the Director of TIP.

There were different trends reported by the respondents with regards to their perception of global recruitment. Two mentioned that there was a clear trend of increased competition across Canadian universities as international recruitment was seen as a revenue generator whilst provincial funding was shrinking. The same two respondents mentioned that Canada is now competing with the US and Australia to attract international students. Two respondents mentioned the trend of international students coming from China and South East Asia (India) and one suggested that the relatively new ESL program at Trent could be a possible reason for this. The other mentioned that there has been a trend for less Canadian students to take the study abroad opportunities and suggested this may be

to do with perceived safety concerns abroad in the current climate of terrorism around the world. The remaining respondent could not describe any trends.

6. Strategic Planning

The four respondents who described the nature of strategic planning indicated that it was collegially approached: *"The approach is really to consult widely, all over the place with people, put it together then to go back out and talk about it. Then it goes to Senate and the Board."* The respondent who couldn't describe it just said: *"We don't have a good track record of planning."*

Three respondents described the role of the Strategic Plan similarly and mentioned setting targets, keeping the institution on track, allowing a measure of progress, giving direction and reference points, being a guide post and a mile post and generally bringing everything together. One of these said: *"I'm not sure it transforms us – it steers us through a slow and gradual process but it does give direction and a reference point for some of our activities."* Two respondents were less positive about the role of the Strategic Plan with one saying: *"I don't think it's very effective. It's more like a necessary part of democratic process within this community. None of our strategic planning processes have boldly set any new mission directions that were then accomplished."* The other said: *"It certainly should. I'm not sure that it does."*

With respect to how regional and local constituents respond to the university's global recruitment there was an over-riding view that the university was supported regionally and locally. Respondents said: *"...the Peterborough community is quite supportive of the university"* *"for the most part Peterborough is very welcoming of those international students"* *"Peterborough is still a small town and to some extent a bit of a red-neck society and there's been maybe some difficulty in some places with the diversity but on the other hand there's also been a trying to put out the welcome mat and trying to accommodate the students as much as they can"* and *"there's an awful lot of good will to welcome and encourage immigration into the area"*.

When asked if the university provides sufficient emphasis to the local and regional markets two respondents said that there was sufficient emphasis locally and regionally whilst one said there was not and one said *"there's never enough – we could always do more in terms of our recruitment but that is where the bulk of our resources are spent – locally and regionally – because that is our catchment area and that is where most of our students are from"*.

7. International Students

Without exception, respondents acknowledged the broad and positive contributions made by international students to the university community. Comments included: *"They are some of the best and brightest and so we see them in leadership positions. It affects the university because they do cultural activities...they take part in the student newspaper, government and so on. They are residence dons...they make a good contribution."* *"International students very much lead our student community."* *"International students bring a diversity to the institution that we would be really sorely missing otherwise."* *"They challenge our students to new activities. They have a lot of great ideas around programs and the things outside of the classroom. They challenge discussion in the classroom"* and *"they are very articulate, they are very organized and they are go-getters"*.

When asked how international students are integrated into the culture of the institution responses all included reference to TIP Camp and its importance in the process. Three respondents mentioned the lack of segregation of international students in college residences as being an important part of their orientation and clubs, organizations, committees and social events were also given as examples of how integration happened. One respondent said: *"There are a lot of international organizations: there's TISA, Trent University International Student Association and they will do things as a group – a lot of*

the intramural sports the international students will play on an international team but there are just as many international students who integrate into all of the other activities at the institution."

All respondents thought that home and international students integrated with each other at Trent. There was a consistent view that this happened in the classroom, in clubs and groups, on committees, in student government and generally via shared interests. One respondent stated that: *"In cultural things I'd say that some of the international students do stay together for cultural reasons and then they integrate academically."*

When asked if there was enough institutional support for integration activities, there was only one negative response: *"No...I try and engage my colleagues in housing in the colleges and in Student Affairs so that by working together with TIP we can be building those kinds of programs and structures. We are making progress but there's still a long way to go".* All other respondents thought that there was sufficient support although one respondent was slightly less positive saying: *"It's not bad. I do think that the TIP office does a good job with dedicated staff. With TIP camp they do well. We are reasonably well set up. Would TIP want more people if I could give them? Probably."*

8. Overall

In the context of the university as a whole, and its future plans, all of the respondents indicated that the recruitment of international students would continue and would grow. Curriculum development and global research collaborations were also mentioned as important in future plans as was the study abroad program. One respondent said: *"We are certainly going to continue with international student recruitment particularly at the undergraduate level. We have this committee that's pushing on curriculum reform working with departments so I think we'll continue to do that. On the research side, well we have opportunities to build alliances that we can actually support...Those are probably the big three."*

All respondents said that they thought Trent's plan was financially viable, although one said it was only viable in the short term: *"In the short term, yes. I know we've identified specific markets where we can achieve incremental growth. In the long term as China really gears up to be a competitor for attracting students, as Singapore puts in a plan to draw more and more students from South East Asia and the region, as Higher Education institutions in the Middle East gear up to be more of a hub for Higher Education. I don't know."*

On re-visiting the concept of local, regional and global priorities and how they are balanced the overarching view of Trent respondents was that whilst recruitment targets break down the target number of international, Ontario and outside of Ontario students, there is a sense that it is more important to balance the budget and to recruit quality students, regardless of their origin. One respondent summarized this view thus: *"My sense is that we're not hugely happy with the quality of students who apply to Trent and accept our offers. Our strategy is to try to attract students who we think would benefit by a Trent education and we think would succeed here. I'm not sure how local versus regional comes into play for that. We're having trouble meeting our undergraduate targets and if we identified a pool of good applicants in Manitoba we'd throw our recruitment money that way and get them in. We wouldn't do it at the expense of very local recruiting but I don't think there's a sense that we ought to have a certain number of local, a certain number from this area of Ontario and a certain number from that area of Ontario. We take what we can."*

When asked what benefits accrue to the university, it was interesting that four of the respondents answered this from a cultural perspective mentioning the pedagogical value of a multicultural campus for both students and staff. One of these respondents also stated that it was important for the university to understand its place in a global context: *"broader understanding of its context globally, more opportunity to interact with faculty and*

researchers in another context, more opportunity to bring students in and have students going out who have a broader base knowledge and understanding of the global culture in which they are living. There are still specific cultures that need to be preserved very carefully but there's a reality as well that there's a global culture and I think it just gives us a broader opportunity to be part of that and to understand it differently that we need."

When asked about the major barriers in the recruitment of global students, three respondents cited lack of resources as a major barrier. One summarized this as: *"It is costly. You do have to make sure you have support in place and that's part of the cost obviously."* Another said: *"the biggest barrier is the cost – the cost of doing business internationally."* Three respondents (not the same three) stated that Peterborough's size and the community was a barrier: *"Peterborough is a very small city and if anybody did that research they would find that Peterborough is a racially homogeneous city and that might be a deterrent for some students coming in. They might wonder whether they would feel welcome, whether they would feel too different."*

Respondents cited other barriers including:

- Time: *"With recruiting international students barriers are time and money."*
- Pedagogy: *"lack of knowledge or training in our faculty on how really to include international perspectives."*
- Location of Trent: *"the reality is we're off the beaten path and we're not that large and it's a lot harder to generate the level of interaction and diversity than it is at a larger campus."*